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ABSTRACT

A competency-based instructional program was developed to improve the training and performance of paraprofessionals working in education programs for special needs students. The content is designed to meet the training needs of entry-level instructional paraprofessionals serving in public school programs. The content is presented in five modules, with the following titles: "Understanding the Roles and Responsibilities of Paraprofessionals", "Understanding the Student with Special Needs," "Understanding the Rights of Students with Special Needs," "Understanding the Instructional Process," and "Understanding Emergency, Health and Safety Procedures." Each of the modules follows the same format and includes: competencies, an overview of the unit, instructional objectives, training time, a list of materials and equipment, pre-session procedures, several learning activities, content material for the trainer, and a bibliography. A brief section on training procedures and instructional strategies is included. Over half of the report is a compilation of the transparencies and class handouts used in the five modules. (JDD)

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National Resource Center for Paraprofessionals
in Special Education

A Training Program for Paraprofessionals working in Special Education and Related Services

CASE 3/88

New Careers Training Laboratory
Center for Advanced Study in Education
The Graduate School and University Center
of the City of New York

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TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

This Training Program for Paraprofessionals Working in Special Education and a companion publication A Technical Assistance Manual for Administrators and Staff Developers were developed and produced through a grant from the Division of Personnel Preparation, Office of Special Education Programs and Rehabilitative Services, U.S. Department of Education (Grant #G008 530 189). The content does not necessarily reflect the position or policy of the USDE and no official endorsement should be inferred.

The work of the project was carried out by the National Resource Center for Paraprofessionals in Special Education and Related Services, Center for Advanced Study in Education, The Graduate School and University Center, City University of New York, 33 West 42nd Street, New York, New York 10036.

Any part of this material may be reproduced and used to train paraprofessionals and other support personnel to work more effectively with students with special needs. We do request that you acknowledge the source of the material.

Preface

The impact of providing new and improved educational and related services for children and youth with special needs has created major changes in the roles and duties of teachers and professional support staff. As a result policy makers have turned to paraprofessional personnel as one method of supporting and enhancing the instructional and programmatic functions of teachers. Despite the fact that the number of paraprofessionals has increased nationwide over the last decade (up from approximately 27,000 in 1974 to more than 150,000 in 1987) opportunities for training have not kept pace. The training, deployment and supervision of paraprofessionals have remained sporadic, highly parochial and unstructured in most local school systems, and there are few collaborative efforts between state and local education agencies and two and four year institutions of higher education to develop systematic and standardized training to improve the performance of paraprofessionals.

The purpose of this project is to develop a comprehensive program of technical assistance designed to improve the performance, training and assignment of paraprofessionals working in various education programs for students with special needs. Two publications were developed as a result of this project. They are this series of instructional materials and a technical assistance manual that provides policy makers and staff developers with information they need to: a) develop administrative guidelines for designing job descriptions that reflect the changing duties of paraprofessionals, set standards for career mobility and establish criteria to evaluate the contribution, productivity and effectiveness of paraprofessionals; and b) to develop and implement systematic standardized training programs for paraprofessionals.

The competency based instructional materials in this training program are based on work and activities conducted over the last two decades by the New Career Training Laboratory and the National Resource Center for Paraprofessionals in Special Education and Related Services (NRC), located at the Center for Advanced Study in Education, the Graduate School and University Center of the City University of New York. These activities have included meetings with administrators and staff developers in local and state education agencies as well as observing and interviewing teacher-paraprofessional teams working in a wide range of educational settings and programmatic areas across the country. The competencies for the modules were arrived at in consultation with an advisory committee whose members represented both service delivery systems and institutions of higher education.

The instructional materials were pilot tested by a cross section of state and local education agencies located in different areas of the country. The results of the evaluations of trainers who used the materials and the paraprofessionals who participated in the training were used to revise the content and format of the training.

Five individual modules comprise this core curriculum and instructional materials. The content is designed to meet the training of entry level instructional paraprofessionals serving in public school programs for children and youth with disabilities.

Each of the modules follows the same format and includes the time required to teach the individual sections, the equipment required to conduct the training background, information for trainers, suggested activities, exercises and training procedures and handouts for the participants.

Finally in developing this material we have tried not to "reinvent the wheel". We, therefore, reviewed training programs and materials developed previously by various federally or privately funded projects. We found several projects that had produced materials of excellent quality that were not widely disseminated and/or are no longer available to the field for a variety of reasons. When the publications met the criteria we had established for this project, we incorporated activities and content in these modules. By doing this we hope these resources will be available to the field on an ongoing basis.

Anna Lou Pickett
Project Director

Winter 1988

Acknowledgements

Many people have made contributions to this project. It all started with the work of the advisory committee. All of the members of the committee are leaders of the paraprofessional movement nationally, and therefore, provided invaluable insight and assistance in the development of both the competencies and curriculum content. They met once as a group and each of them continued to support the activities of the project in a multitude of ways. The members of the committee were: 1) Virginia Beridon, Director, Bureau of Program Specialists, Office of Special Education Services, The Louisiana Department of Education; 2) Elsa Brizzi, Project Manager, Los Angeles Intermediate School District, Los Angeles, California; 3) Karen Faison, Consultant, Value Based Training, Omaha, Nebraska; 4) Leonard Fitts, Assistant Superintendent for Special Services, Lower Camden County Regional High School District, Atco, New Jersey; 5) Phyllis Kelly, Director of Paraprofessional Programs the Division of Special Education of the Kansas Department of Education, Topeka, Kansas; and 6) Richard White, Assistant Professor, Department of Educational Leadership and Instruction, University of North Carolina, Charlotte, North Carolina.

Special recognition and gratitude are extended to all of the agency adminsitrators who provided us with access to the trainers and paraprofessionals who participated so whole heartedly in the testing and assessment of these instructional modules. Their verbal and written evaluations of the program goals and philosophy, the content, exercises and format aided our efforts immeasurably. Their feedback and suggestions for making the material more relevant and usable were included in the revised training manuals.

The modules were pilot tested in several locales through the country covering a cross section of educational service delivery systems, geographic, demographic and programmatic areas. More than 300 paraprofessionals participated in the training conducted by trainers who ranged from experienced staff developers employed by Educational Regional Resource Centers in Ohio and California to teachers and paraprofessionals in Nevada and New Jersey who had no prior experience in the field of adult education. The agencies that took part in pilot testing and evaluating the material were: The North Orange County Regional Occupational Program and the Los Angeles County Office of Education in California, The Nevada Rural School Alliance of Superintendents, The Special Education Unit of the Colorado Department of Education, several Special Education Regional Resource Centers in Ohio and the Lower Camden County Regional High School District in New Jersey.

Along the way, there were many people who went out of their way to help us in many ways. They deserve special thanks, because as the saying goes: We could not have done it without them. Smokey Davis, Executive Director of the Rural Alliance, opened the doors for us and made the training happen in Nevada. Pat Silvestri at North Orange County Regional Occupational Program took on additional work because of her commitment to improving training for paraprofessionals.

Pat Kells and Fran Lee along with Phyllis Kelly from the Kansas State Department of Education assisted the project by inviting the project staff to share information about the instructional program with representatives of community colleges and local school districts.

Florence Needels, Area Administrator for the Division of Special Education of the Los Angeles County Office of Education supported the work of the project through the Paraprofessional Task Force she established to explore the needs of paraprofessionals. Jolene Caughey and Bo Vitolo coordinated the training and recruited the participants in Los Angeles. Paula Mauro took on these chores for the Ohio Regional Resource Center in Columbus and was the faciilitor for the training of trainers session we conducted there.

Not only did Leonard Fitts enable us to train personnel employed by the Lower Camden County Regional High School District, he welcomed other agencies to the training of trainers session. Nancy French of the Division of Special Education of the Colorado Department of Education managed to complete her dissertation despite the fact that she was building a statewide paraprofessional training program, training trainers, assessing our material and more. And Leonard Edmonds of the Pittsburgh AFT called and volunteered to test the material during their local training sessions.

John Formanek and Karen Faison participated in the development and implementation of the project by assisting the project director with the design and preparation of the materials, pilot testing them, and revising them based on the results of the evaluations of the trainers and paraprofessionals. Finally, Lucille Mascetti was the project secretary. She has lived through the draft version, the evaluation phase and the revision stage and has retained her bright disposition and sense of humor.

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TRAINING PROCEDURES AND TECHNIQUES

The next sections are designed to provide trainers who use these instructional materials with guidelines and strategies that will enable them to build on the skills and experiences adult learners bring to the training. Part One addresses general training procedures for the trainer to follow and Part Two describes the major training strategies and activities that are included in the individual modules.

A. PROCEDURES

Teaching Adult Learners

The skills and attitudes of a trainer are important factors in creating a positive learning climate. This is particularly true in the case of adult learners who enter a workshop or classroom with a wealth of knowledge and skills acquired during a lifetime of experience. In order to build on these experiences, there are several steps and activities trainers can undertake that will make them more comfortable and enhance their ability to communicate with the participants. The primary responsibility of a trainer is to develop attitudes and desires in students that will make them want to learn. A brief list of suggestions follows that is designed to provide a few techniques and strategies that can be used to motivate the persons being trained.

Before The Training Begins

Read and study thoroughly the material for each module or unit. Become familiar with the goals, content, activities and specific training directions to expedite the session presentation. The better a person knows the material the more comfortable s/he will be in presenting it.

Since the trainer is using material developed by other people, in order to use it effectively s/he may want to adapt some of the strategies and instructional methods that reflect his/her training style. To arouse the interest of the participants, examples of situations and case studies that relate directly to their on-the-job experiences should be used. However, these examples and situations must reflect and be consistent with the overall goals and philosophy of the training material.

- The trainer must become familiar with local agencies and practitioners who can provide background material, practica sites, and other resources to be used by the trainer and by the trainees.
- The trainer should make sure that handouts and other materials for trainees are available for each session.
- AV equipment should be requested early, set up and tested before the session begins. Extension cords, extra lights, adapters, reels and other special items needed should be available.

During The Training Session

- Set the stage. Even if the participants know each other, use introductory ice breaker activities at the beginning to achieve a feeling of togetherness and belonging. Ice breakers should be relevant to the topic set for a special session.
- Outline, on a chalk board or chart paper, the specific goals of the training session and describe briefly what the participants will be expected to do, and to learn.

-Stress the value and practical application of the training, the beneficial impact it will have on improving job skills, productivity and opportunities for career development and mobility.
-Move from the simple to the complex. Before you move on to a new subject make sure the participants have a clear understanding of the information presented.
-Review information and material covered in the previous session before introducing a new lesson.
-Never assume that because trainees use jargon or technical terms they understand the content or information being presented.
-Be responsive to expressed needs, questions, requests and feelings of the trainees.

After The Training

1)Follow-up on requests for additional information and resources for participants.
2)Incorporate trainees' comments and reactions into future training plans and designs for additional training.

TRAINING TECHNIQUES

The following list briefly describes the primary instructional strategies, activities and supplemental materials suggested in this manual. They are based on a variety of presentation and learning styles. They do not appear in any order of priority, with the exception of the first item.

District Guidelines and Materials The material in this instructional program has been designed for use by local and state education agencies throughout the country. Laws, regulations, personnel practices and guidelines established by state legislatures, municipalities and local school systems should always be used to supplement the materials in this manual and when necessary to supersede those presented here.

Brainstorming The purpose of this technique is to elicit a free flow of ideas. Contributions from individual participants are accepted and written down for further consideration and discussion. It may be necessary for the trainer to "prime the pump" by providing one or two examples to get the group started. Brainstorming may be used to generate lists, definitions, etc.

Anecdotal and Personal Experience The trainer, through this technique can create credibility and empathy with the group by using examples of situations that may occur in the classroom or other programs operated by the local district that are familiar to, and therefore, meaningful to the participants.

Lectures Lectures are probably the most efficient way of providing information to everyone in the group; they can also be the most deadly. The trainer should become thoroughly familiar with the background information for trainers so that oral presentations become spontaneous. A guest lecturer can be asked to present a lesson if the trainer believes there is someone available who has greater expertise and would, therefore, be more effective. Try to interject personal experiences and humor in order to keep the learners' minds open. Even so, be aware that there are some persons who do not learn through the auditority mode; additional techniques should be used to "capture" them.

Role Playing Role playing is a simulation exercise where participants act out a real life role in order to achieve a specific result. This strategy can be valuable tool and help participants to accept new concepts or to change

their way of thinking about an issue. The role plays in this manual have been field tested and revised so they are easy for both the trainers and trainees to relate to. The general directions for using role plays are provided in the activity section of each of the modules where they are suggested for use. In addition specific instructions for what is expected of the "actors" are included with each vignette. The trainer usually has a good idea as to who the more verbal and out going participants are and should recruit them the first time role plays are introduced. If at all feasible, the general and specific guidelines should be reviewed with the "players" prior to the opening of the class.

Case Studies The case study is a technique best used to build group unity and spirit and to teach problem solving techniques. A case study is a written account of experiences and events designed to provide participants with examples of how they might handle specific situations. Because everyone has the same information and there are no hidden agendas, mutually acceptable resolutions to problems can be achieved. The people, places, and events that form the heart of the problem are described in detail. The case studies in this material are designed to be relevant to the experiences of paraprofessionals working in educational programs.

Simulations Simulations are akin to Role Play, except that the content for the situation(s) is highly structured, and the outcome is relatively predictable. This is the closest that one can come to experiencing a real situation. Simulations, in this program, occur during the sessions on understanding and working with students with disabilities.

I. UNDERSTANDING THE ROLES AND RESPONSIBILITIES OF PARAPROFESSIONALS

Unit A

Competencies

The Paraprofessional will demonstrate a knowledge of:

-the changing and expanding roles of paraprofessionals in special education and related service programs;
-the roles and responsibilities of teachers as program managers and supervisors of paraprofessionals and other support personnel;
-the differences between the roles and responsibilities of teachers and paraprofessionals in the instructional process;
-the administrative and non-instructional duties of paraprofessionals;
-the legal, ethical, and professional standards of conduct for personnel established by his/her local school districts;
-the roles of other professional personnel and administrative staff in the service delivery system.

Overview

Role definitions for both teachers and paraprofessionals are in a state of transition. The purpose of this unit is to provide the participants with an understanding of: 1) the changes in the duties of teachers and paraprofessionals that have taken place over the last two decades; 2) the contributions paraprofessionals make to the instructional process; 3) the unique and important differences between the duties of the teacher and the paraprofessional; 4) the legal, ethical and professional standards of conduct paraprofessionals must practice, and 5) communication and problem solving skills that will enhance the ability of a paraprofessional to participate in the educational team.

Instructional Objectives

The paraprofessional will be able to:

-describe the duties of teachers as program managers and supervisors of paraprofessionals and other support personnel;
-describe the programmatic and administrative duties of paraprofessionals in the classroom;
-differentiate between the roles and responsibilities of the teacher and the paraprofessional in the instructional process;
-describe the legal, ethical and professional standards of conduct established by the local district for all educational personnnel;
-describe the roles and duties of other professional and administrative personnel in the district who provide instructional and related services to students with special needs;
-determine his/her own strengths and weaknesses as a member of the educational team by participating in a "skills inventory assessment exercise."

Training Time

Approximately 1 1/2 hours are required to conduct the activities of this unit.

Materials and Equipment*

To conduct the activities in this unit you will need:

-An overhead projector, chalkboard and/or an easel and flip chart.

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*The copies of the transparencies and handouts for all modules are located immediately after Module V - UNDERSTANDING EMERGENCY, HEALTH AND SAFETY PROCEDURES

-Copies of the transparencies.
-Copies of all the handouts including the exercises for all of the participants.
-Copies of the role play exercises.
-Copies of: a) job descriptions for various categories of paraprofessionals, teacher assistants, health aides, occupational therapists, physical therapists and other titles developed by your district; b) professional standards of conduct developed by your district, and c) the policies and procedures regarding confidentiality established by your district.

Pre-Session Procedures

-Obtain the copies of job descriptions, the standards of professional conduct, and other personnel practices established by your district that have a direct impact on: a) the placement and duties of paraprofessionals, b) the performance of the educational team, and c) the legal and ethical responsibilities of paraprofessionals. Compare them with the descriptions, definitions and other content in this unit.

-Review the Trainer Material R&R 1, Chart/Transparencies R&R 1 through 4, and the content in Handouts R&R 3-6 and the information from the local district. Develop a lecture stressing the following: a) the changing and expanding roles of teachers, b) the administrative staff in the educational process, c) the contributions paraprofessionals make in the classroom, d) the administrative, non-instructional and instructional duties of paraprofessionals, and e) the differences between the roles of teachers and paraprofessionals.

-Review the Trainer Material R&R 2, Chart/Transparencies R&R 5,6, and Handouts R&R 7 and 8, and the material from the local district on standards of conduct for school personnel. Develop a lecture stressing the professional and ethical responsibilities of paraprofessionals in the school and as a link between the school and the community, and the importance of following established procedures to maintain confidentiality of written records and other personal information about students. Personal experiences and anecdotes will help to enliven this material.

-Review the instructions for Handout/Exercises R&R 1 and 2. (If the composition of the class is a combination of teachers and paraprofessionals, you may want to conduct Exercise 1 during the training session; if not, it can be used as a homework assignment.)

-Review the role play situations and the set of instructions that accompany them. If it is possible, select the participants prior to the beginning of the training session, however, if you cannot select the participants prior to the class, select them prior to a rest break and discuss the situation with them. Ask them to: a) read the material and decide how they would react in this situation; b) in the case of the "paraprofessional" you might ask the person who is playing the role to try his/her best to try to maintain confidentiality but to give up in the end and discuss the student with the other person; c) ask the other "character" to play the role of the person asking the questions. This might mean being "aggressive", "pushy", "using charm or flattery" to get his/her way (in any event he/she should not give in easily to the paraprofessional); d) develop a set of questions to elicit responses from the class as to whether or not confidentiality was maintained, what would they have done etc.

-Reproduce the transparencies if you want to use them. If you do not have an overhead projector you may want to write the material on the chalkboard or flip chart.

-Reproduce enough copies of the handouts and exercises for all of the participants. Reproduce sets of the role plays for the participants.

Training Procedures

ACTIVITY #1
Describe the goals for the various components of this session and briefly review the topics that will be addressed in subsequent sessions.

ACTIVITY #2
Prior to delivering the first lecture, ask the participants to compile a list of all personnel that are part of the educational team and to describe briefly their roles in all phases of the educational process. List the titles on the chalkboard or easel. (If the class demonstrates a knowledge of the various support personnel during this activity, you can shorten that part of the lecture.)

ACTIVITY #3
Distribute Handouts R&R 3 through 6 and briefly review them with the trainees. Deliver the lecture on "the roles and responsibiltiies of the teacher, paraprofessional and other support staff" using the transparencies as an outline. Leave time at the end for a question and answer period about concerns the participants may have about their roles and duties.

ACTIVITY #4a
Distribute Handout/Exercise R&R 1. If you are going to use this activity during the session, divide the class into small groups of 6-8 people. (Be sure there is a combination of teachers and paraprofessionals in all the groups.) Explain the assignment and ask each group to be prepared to share the rationale for its decisions with the rest of the class. Or,

ACTIVITY #4b
If there are no teachers in the training session, ask the paraprofessionals to complete the Exercise in cooperation with the teacher they work with prior to the next session. Ask them to be prepared to share the results of their efforts at the beginning of the next session.

ACTIVITY #5
Select the participants for the role plays and review the instructions with them.

ACTIVITY #6
Distribute Handouts R&R 7 and 8 and briefly review them with the class. Deliver the lecture on "legal and ethical responsibilities of paraprofessionals in the school and community."

ACTIVITY #7
Introduce the role play situations and the participants. Present a meaningful description of background material. Ask the rest of the class to view the vignette and think about what they would have done under the circumstances and to be prepared to discuss their ideas with the class.

ACTIVITY #8
Distribute Handout/Exercise R&R 2 and explain the goals and purpose of the Inventory. Depending on the length of time set aside for this training session you may want to ask the participants to complete the inventory at home. Ask them 1) to share concerns or questions with you or the teacher they work with and 2) to think about the specific skills that would enable them to perform their jobs more effectively, and ways they can be developed.

UNDERSTANDING THE ROLES AND RESPONSIBILITIES OF PARAPROFESSIONALS IN THE INSTRUCTIONAL PROCESS

Introduction

Over the last two decades, paraprofessionals have become important contributors nationwide to special education programs operated by the public schools. Not only do they serve as members of instructional teams in the classroom, they work as physical, occupational and speech therapy aides. They are health aides and social work/case management assistants, and increasingly, local school districts are employing them to work in vocational training/transitional programs for students with disabilities. In addition, some states require their presence on crisis intervention teams for children and youth with emotional and behaviorial disabilities. They also serve in early intervention and pre-school programs operated by the public schools and other educational service providers.

Historical Perspective

The recognition of the potential value of paraprofessionals in education began in the late 1950s and '60s when policy makers, confronted by a shortage of teachers, began to look for alternative methods of providing services. One of the most prominent programs of the era was an effort supported by the Ford Foundation in the Bay City, Michigan schools. Teacher aides were recruited and trained to perform routine administrative chores that allowed teachers to provide individualized attention to the students. In later efforts throughout the country, their duties were extended to assisting teachers to carry out instructional activities and to serve as liaisons between the schools and communities to mitigate a growing lack of confidence between schools and parents that began to emerge in the late 1960s and early '70s.

Paraprofessionals in Special Education

In special education and its related services, the use of paraprofessionals has increased and their responsibilities have grown as school districts have sought to meet the national and statwide mandates for increased, improved and individualized services for students with a broad range of special needs. As we pass the halfway point in the 1980s, the roles of paraprofessionals are no longer viewed as being primarily clerical. Instead, they have become technicians and specialists who provide direct instructional, therapeutic, vocational, health and other related services to students with special needs.

Role of the Teacher

In todays special education classrooms, teachers are supervisors of human resources and program managers, and their duties are becoming more complex and difficult. The term "classroom teacher" no longer adequately defines or embodies the expanding responsibilities teachers have in education.

Analysis of the daily function of teachers finds that a major portion of their time is spent on program management and supervisory/administrative tasks. Teachers are now placed in the role of coordinators and managers of the information provided by the members of the inter-disciplinary teams responsible for developing individualized education plans (IEPs) for students with special needs. Once the goals and objectives of the IEP have been established, implementation of the plans become the responsibility of the teachers. As part of their program management duties they: 1) assess the developmental and performance level of individual students, 2) design and carry out the programs to fulfill the IEP, 3) assess the impact of the teaching and 4) change the programs based on student progress.

In addition to these programmatic duties, their responsibilities now include supervising and coordinating the work of paraprofessionals and other support personnel. They must: 1) set goals and plan for other adults in the classroom, 2) schedule and coordinate the classroom activities of professional support staff, 3) direct and assign tasks to paraprofessionals, 4) use problem solving techniques to improve the cooperative efforts of the team, 5) assess the on-the-job performance of paraprofessionals and 6) develop techniques and procedures to improve the skills and performance of paraprofessionals.

Clear distinctions between the role of the teacher and the paraprofessional must be made in order for the team to work together as an effective unit. It is the teacher who has the ultimate responsibility for the education of the students in the classroom. Even when responsibilities and duties are shared or delegated to the paraprofessional and other support staff and mutually decided on by the team, it is the teacher who is responsible for the design and delivery of the instructional program of each student. The term "paraprofessional" is indicative of the role of the paraprofessional. "Para" means "alongside of" and they do work alongside of their professional colleagues in the delivery of direct programmatic services to students with special needs.

Contributions of Paraprofessionals

There are several ways paraprofessionals help to improve the quality of individual educational programs and instructional activities. Probably the most important contribution they make is to enable the teacher to concentrate on instructional objectives for the individual as well as small groups of students. Paraprofessionals enhance the quality of instruction and other activities that take place in the classroom in the following ways. 1) the educational program becomes more student oriented and flexibility within the classroom is increased, 2) tutorial services for individual students can be provided, 3) the student benefits from extra "eyes and ears" that are alert to individual needs and problems and 4) the teacher has more time to: a) study and assess the needs of each student, b) confer with parents, c) diagnose problems, d) prepare and plan for individual instruction, e) try a broader range of teaching techniques and strategies, and f) evaluate the progress of each student.

Roles of Paraprofessionals

For the purpose of this training, we are using a definition of the word paraprofessional developed by the National Resource Center for Paraprofessionals in Special Education and Related Services. A paraprofessional is an employee: 1) whose position is either instructional in nature or 2) who provides other direct or indirect services to students and/or their parents, and 3) who serves in a position for which a teacher or another professional has the ultimate responsibility for the design, implementation and evaluation of individual education programs and student progress.

The paraprofessional has become a member of the instructional team who assists and enables the teacher to fulfill the functions of a classroom manager. This is accomplished by the paraprofessional performing both administrative and instructional duties that complement and support the programmatic and management functions of the teachers. (See Handouts R&R 3 and 4 for a description of some of the instructional duties performed by paraprofessionals.)

UNDERSTANDING THE LEGAL AND ETHICAL RESPONSIBILITIES OF PARAPROFESSIONALS

Introduction

As members of the educational team, paraprofessionals have special relationships with teachers and other colleagues, students, parents and the community. The strength and effectiveness of these relationships is built not only on actual work performance but on the professional and ethical behavior that is demonstrated on the job. Respecting the rights of students, their parents and colleagues; maintaining confidentiality of written and oral information about students and their families; following district policies and procedures; being dependable, cooperative and honest. These are just a few of the professional responsibilities paraprofessionals must practice. These standards are the same as those established for teachers and other school employees and are not unique to paraprofessionals.

The Paraprofessional Role as a-Liaison With the Community

Professional behavior and attitudes do not end at the close of the school day. Paraprofessionals like all school personnel, are representatives of the school in the community. Indeed, the important role that paraprofessionals play as a link between the school and community has long been recognized by policy makers and program implementors. In urban, suburban and rural areas everywhere, paraprofessionals usually live in the local community and have their roots there. They can serve as an extraordinarily valuable resource by sharing personal knowledge and understanding of the cultural heritage, traditions and values of the community with teachers and other staff members who may not live nearby.

Many people in the community tend to form opinions and make judgements about all parts of the school system based on their perceptions of the staff. Paraprofessionals can serve as effective liaisons between the school and the community they serve if they are familiar with the purpose and philosophy of various school programs. They can promote community involvement and understanding by interpreting the programs, goals and activities of the school to friends, relatives and neighbors.

Confidentiality

As part of their jobs, paraprofessionals learn a great deal of personal information about students and their families. It includes the results of formal and informal tests, information about behavior in the classroom, academic progress, family relationships and much, much more. The information may be contained in records, may be learned from the student or a family member, may be observed at school or away from the building or, be related by other school personnel. Both the student and the family have the right to expect that this information will be kept confidential.

All state education agencies, local school districts and other human resource service providers have guidelines and procedures designed to insure that privacy is maintained. Paraprofessionals need to know these regulations and to develop skills that will prepare them to follow them.

There are times when it is appropriate for paraprofessionals to share information about a student - particularly when it is relevant to a student's program and growth or the safety and physical well-being of the student. If the information falls into one of these categories, then it should be shared with the teacher or with another professional staff person who has been designated to play a role in the protection of the welfare of the student.

Paraprofessionals often come into contact with nurses, social workers, human service providers from other agencies, clergy, scout leaders and other community resource people who may work directly or indirectly with the students in their class. These people will often ask questions about the progress of a student because they are genuinely interested in the student and their family. The paraprofessional must not share information with these people no matter how well intentioned and genuine their concerns seem to be.

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COMMUNICATION AND TEAM BUILDING

Unit B

Competencies

The paraprofessional will demonstrate an ability to use:
-effective communication skills and,
-problem solving skills that will strengthen the performance of the instructional team.

Overview

One of the most important keys to being a successful member of an instructional team is effective communication. Communication between people is not easy and cooperative efforts do not develop automatically. Paraprofessionals, like their professional colleagues, need to be able to share expectations, feelings and ideas through positive verbal and non-verbal communication skills. In addition, they need skills that will enable them to deal with interpersonal, technical and administrative problems that may arise in the classroom. The activities in this unit are divided into two parts. In the first section, the activities are general and will provide the trainees with increased self-awareness of their strengths and weaknesses as communicators. The material in section two is designed to provide paraprofessionals with skills they need to analyze and clarify problems, to brainstorm and develop potential solutions that will reduce interpersonal problems and frictions that may develop among teachers, paraprofessionals and other coworkers.

Instructional Objectives

The paraprofessional will be able to:
-describe four components of effective interpersonal skills;
-identify examples of aggressive, non-assertive and positive behavior;
-demonstrate, through role playing, how positive communication skills can prevent problems from growing and festering in the classroom;
-describe the components of a five step method for defining and solving problems, and
-use these procedures as part of a problem solving exercise using case studies based on problems encountered in the classroom or other settings and programs.

Training Time

A minimum of two hours is needed to complete this unit. Of the five activities listed, two are lectures and three are participatory. Once the lectures are delivered, you can choose which of the activities will best fit the needs of the group, and which will fit into your time constraints.

Materials and Equipment*

To conduct the activities in this unit you will need:
-An overhead projector, chalkboard or easel and flipchart.
-Copies of the transparencies.
-Copies of the handouts, exercises and case studies for all of the participants.

*The copies of the transparencies and handouts for all of the modules are located immediately after Module V - EMERGENCY, HEALTH AND SAFETY PROCEDURES.

Pre Session Procedures

-Review the trainer material C-TB1, the transparencies and the handouts, and prepare a lecture stressing the importance of effective communication skills in a) our day to day lives (including the work place); b) strategies to insure good communication between teachers and paraprofessionals, and c) characteristics of a good communicator.

-Review the trainer material C-TB2 and prepare a lecture on problem solving and decision making.

-Review the instructions for conducting the various exercises including the role plays and case studies in the two sections.

-Prepare summaries of the three situational role plays.

-Duplicate the transparencies or if you do not have an overhead projector, outline the items from the transparencies on the chalkboard or flipchart.

-Duplicate enough copies of the handouts, exercises, case studies and worksheets for all of the participants in the class.

Training Procedures

ACTIVITY #1

Review the goals and objectives for this session.

ACTIVITY #2

Distribute handouts C-TB1 and 2 and give the lecture on general interpersonal and communication skills.

ACTIVITY #3

Ask trainees to describe a personal experience they have had that was difficult for them to deal with in a positive/assertive way (e.g.: an argument with another person about an issue both people felt strongly about, making a point clearly and concisely in a large group, or dealing with contractors/ mechanics who do slipshod work or do not live up to the terms of a contract.) contract.) Ask them to describe 1) their physical (non-verbal reactions), 2) their verbal responses and 3) how they would have preferred to respond.

ACTIVITY #4

Present brief summaries about each situation to the class prior to each role play. Select three pairs of trainees and assign one of the role play situations C-TB 1, 2, 3 to each group. Review the guidelines for effective role play from the previous unit and ask each pair to review its situation, and develop two different ways to handle this situation. The first time the participants should show how the situation described can escalate into a severe problem, and the second time they should show how using positive communication techniques can strengthen the work of the team.

ACTIVITY #5

Give the lecture on problem solving and decision making. Distribute Handout: C-TB 3.

ACTIVITY #6

Case Studies

a. Divide the participants into small groups of 6-10. Assign each group either case study One (C-TB 4A) or case study Two (C-TB 4B). Distribute a copy of the assigned case study and the Worksheet Handout C-TB 5 to each member of the group.

b. Ask each group to designate a facilitator and a reporter/recorder.
c. Ask the trainees to read the assigned case study and review the Worksheet (allow 5 minutes for this).
d. Determine if there are any questions about the worksheet and the steps to be followed in identifying and defining the problem, developing the goal, brainstorming alternative solutions and choosing a solution.
e. At the end of 30-45 minutes, ask the small groups to reassemble as one group and ask the reporters to share the results of the deliberations with the entire group.
f. Ask the entire group to discuss ways the process can be used by the instructional team to solve other types of problems.

COMMUNICATION

Interpersonal Communication Skills

We convey ideas and express support to others using oral language, written language and body language. In order to communicate effectively with others it is important for all of us to develop and maintain interpersonal skills in four areas. The four areas include a) Attending Behavior - the interpersonal skills that allow one to be comfortable and relaxed with others, to maintain eye contact and follow the comments of other people; b) Active Listening - the interpersonal skills that allow one to hear and accurately understand both the feelings and ideas others are expressing without interpreting what we hear based on personal bias or mood; c) Expressing Feelings - the interpersonal skills that enable one to express emotions clearly and share them easily and positively with others, and d) Feedback - the interpersonal skills that allow one to give descriptive, non-judgmental and specific reactions to others.

Listening Problems

Listening is active and hard work that requires the use of several techniques in order to eliminate problems that can deter effective communication. Some of the most common problems that interfere with efficient receptive listening are short attention spans that make it very easy to become "mentally derailed" while listening to someone only two feet away, environmental factors that can affect listening such as uncomfortable seats, noise, poor lighting and extreme temperatures, and personal prejudice toward issues or speakers, or changing moods.

Listening Skills

The following are suggested as techniques to help participants eliminate listening problems. They should be receptive and try to prevent bias, prejudice or anger from distorting reception; be willing to listen to new ideas, to pay attention, to look for the speaker's meaning, and to encourage the speaker by looking at him or her; concentrate by trying to blot out distractions, following the thread of ideas and being alert for transitions from one thought to another; become involved by listening for personal pronouns, adding information to what the speaker says, filling in gaps in his/her message and maintaining a mental running summary of the message; ask questions to clarify obscure points and repeat or paraphrase the speakers's ideas and invite him/her to clarify missed meanings; and prepare for listening by finding out in advance what is to be discussed, get background information and eliminate as many distractions as possible.

Communication Skills

Appropriate positive communication skills are critical and enable a person to relate more effectively to all of the people one comes into contact with on a daily basis including family, friends, and colleagues.

Many of us experience unsatisfactory interpersonal relationships and frequently place the responsibility for these failures on the other person. There are, however, a multitude of ways we interfere with our own ability to work and interact with others. Positive communication training is one approach designed to help the individual deal with the problems we create for ourselves.

A basic assumption of positive communication training is that every individual is entitled to certain human rights. Among these rights are dignity, respect, and courtesy. The material in this unit is designed to provide the trainees with positive communication skills that will enable them to communicate honestly and freely with their co-workers, demonstrate respect for the feelings of others, and maintain respect for themselves. To do this the trainees will examine aggressive, passive and assertive behaviors and the effect they have on individual and group/team relationships.

Non-Assertive (Passive) Behavior

Acting non-assertively is an effective way of communicating. Persons who are generally non-assertive have difficulty expressing opinions, beliefs and feelings. They do not stand up for their legitimate rights and may feel as though they are being taken advantage of by others. Individuals who do not express their real thoughts and feelings, withhold valuable information from others preventing change as well as hindering the growth of relationships.

Aggressive Behavior

Acting aggressively is another ineffective way of communicating. A person who responds aggressively violates the rights of others and may think the only way to get his or her point across is to yell, be sarcastic, or humilate the other person in some way. In an attempt to get what s/he wants, the aggressive person frequently alienates others and may end up feeling confused, frustrated and angry.

Many people confuse assertion and aggression. It is important to recognize the differences and learn to be assertive rather than aggressive. Both assertion and aggression involve standing up for one's rights. It is crucial to note, however, that the aggressive person violates the rights of others, while the assertive person does not.

Positive/Assertive Communication

Assertive behavior allows an individual to stand up for his or her legitimate rights. It involves the ability to express thoughts and feelings in an honest, straightforward fashion that shows respect for the other person.

Being assertive does not mean using the same style all the time. At times, the assertive individual may choose to be a clown, a scholar or a playful kid. A person who has truly integrated assertive skills is able to choose how he or she will behave. These persons realize that they are not perfect and allow themselves the freedom to make mistakes. (See Handout C/TB 2 for strategies that will aid the teacher and paraprofessional to establish positive communication skills.)

PROBLEM SOLVING AND DECISION MAKING

Introduction

The need for problem solving usually comes about when we become aware of discrepancies between the way things are actually happening and the way we want them to be. Problems in the classroom may be personal, procedural, or related to the performance of either students or workers. They may range from an identified need to develop adaptive equipment for a student, to finding the time for the teacher to train a paraprofessional or to accurately observe and record data.

Many times, because of the pressure of other duties, the team may ignore or postpone dealing with a problem that involves disagreements or conflicts with the other adult(s) with whom they share the classroom. In all too many cases this can lead to a deepening of differences between the individuals. Not only does this have an impact on the morale and performance of the instructional team, it will probably affect the students as well. Whether it is called problem solving or decision making, it is necessary for the people involved to decide on a course of action. Finding mutually acceptable solutions is not always easy; and the responsibility for developing an effective process to alleviate a problem is likely to be left up to the teacher-paraprofessional team with little outside assistance or support.

Many problem solving exercises have been designed to improve the effectiveness of large interdisciplinary teams in education and other human services. The approach and case studies in this unit are designed to enhance the problem solving skills of the primary participants in the instructional team - the teacher or other supervisory personnel and the paraprofessional.

A Problem Solving Technique

The following are a series of simple steps that can be used by the teacher and paraprofessional to improve their ability to work together. While this approach to problem solving is based on two people working together to achieve consensus, there may in fact be times when it will be necessary for the teacher or the supervisor to make a decision about the work in the classroom that the paraprofessional may not always fully appreciate. However, by maintaining open lines of communication and mutual trust these problems should be few and far between.

Step One: Identifying and Describing the Problem

A situation must be seen and clearly understood before it can be dealt with. It is not always easy to put a problem into words, but if it cannot be stated clearly it will be impossible to choose a course of action that will lead to a satisfactory solution. Each person should describe the problem in his/her own words and from his/her own point of view. This may be done by asking and answering these questions. What is the problem? What is wrong? Who is involved? Who is affected? How are they affected?

Step Two: Defining and Determining the Causes of the Problem

It is not enough simply to identify the problem. It is essential to determine what causes the problem to exist and to persist. For example, the problem may be caused by "outside conditions" (contractual agreements, a lack of financial resources) that the team may have little ability to change, or it may have its roots in a lack of understanding of the distinction between the roles and duties of the teacher and paraprofessional. Other factors that may influence how a problem is defined may include differences in values and

attitudes, age, work experience and education, cultural heritage, religious beliefs and other personal traits. It is important that the real problem be separated from surface events and that areas of agreement and disagreement are identified.

Step Three: Deciding on a Goal and Identifying Alternative Solutions

Once the problem has been identified, then strategies can be developed. The primary question that needs to be asked and answered is "what do we want to achieve and how can we go about achieving it?" By working together and brainstorming a list of alternative solutions to the problem, the team members will have several options that will enable them to choose a course of action with which they can live. It will also enable them to determine what additional information, physical or human resources, skills or knowledge they will need to carry out the solution and whether or not these resources are essential to achieving the goal.

Step Four: Selecting and Implementing a Course of Action

To make a decision about which course of action will be tried, the participants should decide which solution is most likely to get the desired results. Agreeing on a solution is not enough. The participants must try it out and test it to see if it will work. They must also give it enough time to see if the solutions will work since behaviors and new skills cannot be changed over night.

Step Five: Evaluating the Results

"Has the problem been resolved? Is there progress? If not - why not? Should we try another one of the alternatives? Should we ask for assistance from other sources? All of these are types of questions that will need to be addressed in order to assess the effectiveness of the process.

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II. UNDERSTANDING STUDENTS WITH SPECIAL NEEDS

Competencies

The Paraprofessional will demonstrate a knowledge of:

-basic terms and principles used to describe normal human growth and development;

-major developmental stages of physical, cognitive, language and social/emotional development;

-the characteristics and unique needs of the students served in the program or classroom where the paraprofessional works including instructional strategies, adaptive equipment and basic signing;

-local educational programs and related services available for students with special needs and their parents.

Overview

This module is divided into three parts. The first unit provides a brief overview of the basic principles of human development as well as an outline of developmental stages and ages. The purpose of part two is to familiarize the trainees with major areas of disabilities that may affect the developmental and functioning level of the students. It closes with a review of education programs and related services available to students with special needs in the local community.

Unit A - HUMAN DEVELOPMENT

Instructional Objectives

The trainee will be able to:

-Define at least ten of the terms used in discussing human development.

-Discuss the basic principles that underlie the study of human development.

-Describe human development in terms of cognitive growth.

-Describe human development in terms of physical growth.

-Describe human development in terms of social/emotional growth.

Training Time

Approximately 2 hours are required to teach this unit depending on the strategies you select.

Materials and Equipment*

To teach this unit you will need:

-Copies of all of the handouts for each paraprofessional enrolled in the class.

-A chalkboard or easel and flip chart so you can record responses to activities and questions.

-Optional. If available through your school district or a regional resource center obtain the series of film strips THE EIGHT STAGES OF HUMAN LIFE. They are divided into two 4 part segments. The first covers "Prenatal to Late Childhood", and the second addresses "Adolescence to Old Age". They were produced by Human Relations Media in Pleasantville, New York 10570. These filmstrips are accompanied by lesson plans and suggestions for use and are excellent for work with paraprofessionals.

*The transparencies and handouts for all modules are located immediately after Module V - UNDERSTANDING EMERGENCY, HEALTH AND SAFETY PROCEDURES

Pre-Session Procedures for Part A (the pre-session and teaching procedures for Parts B and C precede those two units.)

-Read the trainer material and the content in the handouts on human growth and development. Prepare a lecture stressing a) the need to know and understand the stages of normal human development prior to learning about disabling conditions, b) the basic principles of human development in terms of cognitive, physical, social and emotional development and c) explain that it is not unusual for people to display characteristics in one or more levels of the various developmental levels. If you feel the need for more information read the appropriate sections in the trainers manual for HUMAN DEVELOPMENT available from Meyer Children's Rehabilitation Institute, the University of Nebraska Medical Center, Omaha, 1985, or other books and articles on human development available from your school or resource center.

-Make copies of the Handouts for this unit for all of the trainees.

-Optional. If you decide to use the Human Development filmstrips, preview them to determine how they can best be used as a part of this class. They are divided into developmental age stages, so they need to be pre-screened carefully.

Training Procedures for Unit A

ACTIVITY #1

Review the goals and instructional objectives for this unit and this session.

ACTIVITY #2

Prior to delivering the lecture on human growth, distribute Handouts HD 1 and 2 and briefly review them with the class so they can follow them as you deliver the lecture. Encourage the class to participate and ask questions to clarify their understanding of why it is important to understand the basic principles of human growth and development.

ACTIVITY #3

Distribute Handout HD 3 and 4, Practicum Activity. Make a homework assignment, asking the class to: 1) observe two children of the same age preferably between birth and five years prior to the next session, 2) record their observations on Handout HD 4 and 3) be prepared to discuss the results during the next class. If the time allotted for this unit does not enable you to make a homework assignment, invite two to four mothers to visit the class, (with their children preferably infants or young children). Provide an opportunity for the trainees to observe two infants and young children during this session and then discuss their observations. Prior to making this assignment be sure to review and stress that all people grow and develop at different rates.

HUMAN DEVELOPMENT*

Introduction

How people grow and develop has interested humankind since time began. How do little babies become strong, healthy adults? How does an infant, unable to communicate, turn into a thinking, sensitive, talking person? Myths and folklore in all cultures have developed as people attempted to explain the growth and development of a person.

Reason for Learning About Human Development

The reason an overview of human development is included in a training program to prepare paraprofessionals to work with students with disabilities is to provide the participant with a sense of the flow of development. Too often people with disabilities are seen only in terms of their disabilities. The fact is, of course, that children and adults with disabilities have far more in common with non-disabled persons than they are different. Indeed, all people grow and develop in patterns that may vary in the length of time needed to complete each stage - but which are predictable from person to person.

A paraprofessional who is aware of these patterns is infinitely better able to work with the teacher and to carry out effective age appropriate activities and lessons for the individual student. An awareness that one stage of physical, cognitive and social/emotional development flows into a defined next stage allows for individualized programming for each student. Again, this is important because, each student is unique within him/herself, but each reflects the overall development patterns of all humankind. The following trainer material along with the supplemental material in the handouts will provide the paraprofessional with an overview of the basic principles of human develpoment and the areas of growth including physical, cognitive, social, emotional and language.

Cognitive Development

Cognition is the process of "knowing" and includes both awareness and judgment. To understand how this comes about we need to examine: perception - becoming aware of objects, qualities, and events; logical thinking - understanding changes in the physical world and putting things into classes and order; and problem solving - developing rules and guidelines to cope with the environment and society in general. Gathering knowledge must be explained in terms of theories because we cannot take the brain apart, examine it and put it back like parts of a machine. Various theories are currently used in education: those of Piaget, Erikson, Kohlberg, Freud and others. (For more information on these various theories you may want to consult the resources listed in the bibliography or other texts.)

*Adapted from: Handbook for Special Education Paraprofessionals, developed by Anna Lou Pickett and John Formanek for the New York City Public Schools, New Careers Training Laboratory, Center for Advanced Study in Education, Graduate School and University Center, City University of New York, 1982.

Physical Development

Physical development is more easily identified, can be observed and can be more accurately measured than cognitive development. Physical development is related to the development of the head; muscle control of the lower parts of the body occur later. This can be observed when an infant who is lying on his/her stomach is able to raise the head. Later, as stomach, arm, shoulder, and thigh and leg muscles develop, s/he is able to raise the upper and lower parts of the body. At the same time, development is proceeding from the center of the body outward. In reaching for a rattle, the infant's movements are first controlled by the shoulder muscles with the arm and hand moving as one unit; finger control comes later.

Most motor skills tend to develop from the general to the specific, or from gross motor to fine motor skills. New physical skills develop from previously developed ones; walking builds on creeping, crawling and standing behaviors.

Social Development

Social development is a term that is used to describe how individuals do two things: how they act and how they react with other people in their environment, or social setting. Appropriate social behavior means that a person has learned those behaviors that meet with the standards and values that have been established by the group or culture in which s/he lives.

Emotional Development

Emotional development is a term that is used to refer to the feelings and desires that an individual has, and the ways that the person learns to monitor and control them. Some emotions that we all have are joy, fear, jealousy anger and sorrow.

Appropriate social and emotional development is necessary if a child or adult is to learn to live at peace, in harmony and successfully with other people. As a child grows, s/he becomes more independent and asserts his or her individuality - saying in effect "I don't need you as much as I used to, and I will do things the way I want to do them, even if you don't like what I'm doing."

When the child is an infant, s/he will express happiness or unhappiness by laughing or crying; at this time these emotions are usually based on his or her physical well-being and needs. As the child matures, s/he will begin to express emotions in different ways. S/he will use body positions, make faces, use words, do certain things to express the emotions for special reasons.

Language Develpoment

The acquisition of language is unique to the human race, and language is more important than all the physical tools invented in the last two thousand years. Although the lower animals have developed communication systems, only humans have attained the more highly developed system of communication - speech.

Language fills two important functions for us: it provides us with a means to communicate and socialize; it enables us to transmit culture from generation to generation, and it becomes a vehicle for thought.

A baby, regardless of where s/he is born is capable of producing every sound used in all languages that we use on this earth. The infant's babbling encourages older persons to talk to the child, thereby teaching the infant the sounds used in their home environment. By six months of age, the sounds the child makes will be only those that s/he hears, and all other sounds are not made or practiced. In this way all humans learn to speak the language and the dialect that is spoken in the home in which they are raised. Finally, a child will understand language before s/he speaks it.

Unit B - DISABLING CONDITIONS

Instructional Objectives

The paraprofessional will be able to:

-Describe the cause and discuss the impact of several disabilities on the student in the classroom.

-Discuss some of the major adaptive equipment that can assist the person with a disability in the classroom.

Training Time

Two or more hours are required to teach this unit depending on the number of activities you select.

Materials and Equipment*

To teach this unit you will need:

-Copies of the handouts for each of the paraprofessionals in the classroom.

-A chalkboard or easel and flip chart so you can record responses to activities and questions.

-Various equipment, materials, and handouts required to carry out the simulations that are part of this unit.

-Definitions of various disabling conditions used by your school district; because terms and definitions differ from district to district, we have not included our definitions. However, the Trainer Materials does have information from which lectures can be developed.

Pre-Session Procedures

-Read the trainer material on Disabling Conditions and compare the information with the definitions used by your district. Prepare a series of lectures incorporating information from your district and stressing the following: a) the five major areas of causes of disabilities, b) the five major categories of disabling conditions, c) an introduction to the simulations, d) prostheses and adaptive equipment that enable students with disabilities to perform more effectively and e) signing. (You may want to ask a PT, OT, speech therapist or other professional personnel to attend the class and deliver the lectures on the various disabling conditions and signing.)

-Make enough copies of the activity sheet DC-1 for all of the participants.

-Review the Simulation Activities that are included in the Trainer material for this unit and a) make copies of the handouts DC-2, 3 & 4, b) obtain the other equipment you will need for the simulations - blindfolds, a cassette recorder, mirrors, canes, crutches and wheel chairs and c) prepare the material e.g. make the tape, type the suggested activities and reproduce them.

*The transparencies and handouts for all modules are located immediately after Module V - UNDERSTANDING EMERGENCY, HEALTH AND SAFETY PROCEDURES.

-(Optional) Ask a teacher working in a class for students with hearing impairments or a speech therapist to attend the class to teach the participants some basic signs that are used in your school district.

Teaching Procedures for Unit B

ACTIVITY #1
Review the goals and instructional objectives for this unit.

ACTIVITY #2
Present the introductory lecture on working with students with disabilities. Ask the class to talk about personal experiences they may have had relating to the causes of disabilities.

ACTIVITY #3
Give the brief lecture on mental retardation. Review the definitions developed by the American Association of Mental Deficiency and contrast it with Marc Gold's definition. Ask the class to consider the differences and the way that Gold's definition makes learning the responsibility of both the student and the teacher.

ACTIVITY #4
Present the series of brief lectures on physical and sensory disabilities, learning disabilities, behhavioral disorders and the material on adaptive equipment and prostheses (ask the group to describe various pieces of adaptive equipment they are familiar with). Provide time during each segment for the students to ask questions or share their personal concerns and experiences about working with students with these disabilties. Or, if you have invited various support personnel to present the lectures introduce them.

ACTIVITY #5
Deliver the lecture on the simulation activities. The participants should be encouraged to try several simulations during the time allotted for this activity. Ask participants to keep track of their feelings and perceptions during the simulations, and make note of the reactions they encounter.

ACTIVITY #6
Reconvene the groups. Ask the participants to a) share the feelings they experienced and insights they gained during the simulation activities, b) describe problems they encountered during the simulations and c) describe reactions from people who were not part of the group.

ACTIVITY #7
(Optional) If you have invited a teacher who works in programs for students with impairments or other professional personnel who are familiar with signing to speak to the class, introduce them and ask them to explain why signing is often used with non-verbal students, teach five practical basic signs to the class and encourage people to learn to fingerspell their first names.

UNIT B - PERSONS WITH DISABILITIES

Introduction

The previous section of material was devoted to normal human development - the stages of growth that are typical for the majority of human beings. Each person is unique within the range of development but, essentially, all people are more alike than they are different. It is a mistake to identify a person with a label, i.e. s/he is mentally retarded. But there are some areas of disability that can be described in a general way.

Causes of Disabling Conditions

There are several major causes that contribute to the majority of disabling conditions: the problem may occur genetically; it may occur during the pre-natal, natal or post-natal period.

Genetic Causes

A person is shaped by his/her genes; that is the specific parts in the cells of the body that determine, for example, black hair or blonde, tallness or shortness and so on. A person's genes are inherited from a combination of genes that were in his/her parents cells. Sometimes disabilities have been inherited as a result of the combination of genes. Many times, the parents themselves are not disabled; they "carry the genes" from past generations in their bodies, but are not affected because of the combination in their own bodies. Genetic causes can lead to mild or severe disabilities.

Prenatal simply means before birth. Medical personnel believe that many disabilities are the result of something happening to the fetus while it is still within the mother's uterus. If the mother did not eat properly, had hepatitis or measles or used drugs and alcohol, her child might be born with a disabling condition. Other factors that have been linked to these conditions are: medicine taken during pregnancy, and food additives.

Natal means at the time of birth. Some disabilities result from conditions at the time of birth. Being born prematurely, having a loss of oxygen, excessive hemorrhaging or loss of blood for the mother, early separation of the placenta (the part of the tissue that is attached to the womb) and direct injury to the head if instruments are used are some causes of disabilities.

Postnatal means after birth. In some cases a child becomes diabled after birth. Injury to the central nervous system of an infant may happen in many ways including severe blows to the head as a result of an accident or child abuse, the inability to breathe, poisoning, tumors, and infectious diseases. An injury to the brain from infection may also occur.

Environmental Causes

Sometimes conditions in the environment cause disabilities. An example is the child who is reared in a home where little or no stimulation was provided. Often, such a child is limited in his/her intellectual capabilities, because s/he has not had an opportunity to learn like other children. Additionally, toxins in the air, water pollution caused by chemicals and other environmental factors may result in physical disabilities or mental retardation.

Categories of Disabling Conditions

In this section the focus will be on persons with disabilities. The emphasis will be on five major disabling conditions; five diagnoses or "labels" which indicate that a child or adolescent will require special services and/or be

served in a special education classroom. The five most common categories of disabilities include: 1) limited intellectual ability, 2) neuromuscular or physical impairment, 3) learning disabilities, 4) social and emotional disabilities and 5) speech and language disabilities.

There are a number of children and adolescents who are within the normal range of development but who have problems in the areas of intellectual development, physical development, social and emotional skills, speech and language abilities and learning skills. When these problems are mild, the teacher takes them into account when planning instruction enabling the child or adolescent to remain in the regular classroom. Sometimes, however, the problem areas are extensive enough or the person is developmentally delayed enough so that special educational programming is needed. Then, the student may be served in a special education classroom or may receive other special assistance.

Mental Retardation

Children or adolescents with mental retardation tend to learn more slowly than their age mates in social interactions, cognitive growth and motor development. They may also have difficulties learning things other people take for granted, like knowing their age, their address and dressing themselves.

Mental retardation as defined by the American Association on Mental Deficiency has three parts: a) the person must exhibit intellectual functioning that is two standard deviations below the average intelligence level - generally a person with an IQ of 67 or less is considered to be mentally retarded; b) the person must also exhibit significant delays in social adaptive behavior, and c) the diagnosis must be made in the developmental period - birth to 21 years.

Gold (1980)* suggested a different definition of mental retardation. He suggested that the level of mental retardation is defined by the amount of power necessary for the teacher to use to teach that person. In other words, Gold's definition indicates that the teacher is as important as the learner. If the teacher does not have the requisite skills to assist a person in learning, then that individual is usually considered to be mentally retarded.

Gold's definition is important because all the tools for teaching people labeled as mentally retarded have not yet been developed. As new and improved techniques are developed for teaching children or adolescents who have been perceived as difficult to teach, teaching may seem to be easier and produce unexpected results.

Twenty years ago for example, many persons with mental retardation were thought to be unteachable or capable of learning only minimal self-help skills. Today, the same persons are performing academic skills to a greater or lesser degree and are participating in community activities. The teaching skills of professionals and paraprofessionals who work with people with mental retardation have become more sophisticated and effective. There are four descriptors usually used by most school districts and other service providers to refer to students and clients with mental retardation.

*Marc Gold, Did I Say That: Articles and Commentary On The Try Another Way System. Champaign, IL: Research Press, 1980.

They are:
Mild - Encompassing the majority of persons with mental retardation. People with this label usually learn academic skills with assistance. They will hold jobs in the community and will participate fully in life experiences.
Moderate - Persons with this label will also learn some academic skills in school. They will learn to read survival and other key words and will perform some arithmetic functions. They can work in a community setting given some supports and can live independently with some assistance.
Severe - Persons with a diagnosis of severe retardation will learn self-help skills, survival words and counting skills in school. Their education often focuses on the acquisition of functional vocational and living skills. Some persons with severe retardation work in supported settings and live semi-independently. Others needs on-going assistance to participate in community activities.
Profound - Persons with a diagnosis of profound retardation often have several other disabling conditions - physical and neurological. Education focuses on learning self-help skills, basic communication techniques and sensorimotor skills. As adults, their community living and working arrangements are usually fully staffed.

For the person who is labeled mentally retarded school is a place where s/he learns social, vocational and educational skills. The goal for people with mental retardation is to participate fully in all aspects of community life. It is important that persons with mental retardation have the opportunity to meet and interact with people who are the same age who are not disabled. This interaction enhances their abilities to function as a community member.

The material describing other disabling conditions is presented separately but, in many cases, a student may have more than one area in which they need special assistance. The person with delayed intellectual capabilities may require assistance with speech and language or with physical development or in the area of acquiring social skills. Students with physical disabilities may need assistance in other areas as well. In reality, teachers in both general and special education classes must be prepared to draw on the help and resources of experts in several fields to provide good instructional programs for the children or adolescents for whom s/he is planning.

Physical and Sensory Disabilities*

Not all students with physical and sensory impairments need to be placed in special education classes. They may be assigned to regular education with some adaptation in curriculum, educational strategies, environment, personal adaptive equipment or other assistance to aid in their educational program. Included in this classification are persons with cerebral palsy, epilepsy, spinal and orthopedic problems (relating to bones and muscles), visual impairment and hearing impairments. A few of the more common disabilities are:
Cerebral Palsy is a disability present at or before birth that impairs the smooth functioning of the muscles.
Epilepsy is a condition where the person has involuntary lapses of consciousness which may last for a few seconds or may result in a major convulsion with motor movements.
Neuromuscular impairments include several conditions which may result in weakening or deterioration of muscles.

Spinal cord injuries result in paralysis of one or more limbs and the trunk of the body. These injuries may occur at birth as in the case of spina bifida or as the result of an accident.
Skeletal deformities or amputations that tend to restrict physical activity such as heart disease, leukemia and cystic fibroses.

Visual Impairments

Students who have a visual disability usually have some degree of useful sight. Only a small percentage are totally blind. Even many legally blind students (20/200 or worse) have useful vision. Most school districts categorize students who must read and write in braille as blind. While partially sighted or low vision students are those with enough useful sight to enable them to read either standard or enlarged print.

There are many causes of blindness and other visual impairments including infectious diseases, accidents and traumas to the brain or damage to the nerves, and heredity.

Unless a student has other disabilities, a visual impairment does not affect intelligence or language development. More severe degrees of visual disabilities may result in problems with physical mobility or motor development. Students with various degrees of visual disabilities are able to take care of themselves and live and work independently. Aside from using various adaptive equipment and materials students with visual impairments should be treated in the same way as their non-visually handicapped peers.

Hearing Impairments

There are two dimensions to the sense of hearing. They are: the intensity or loudness of sound (decibels) and the clarity with which sound is received (frequencies). Students with hearing impairments may have problems with the loudness of sound or the distortion/clarity of sound or a combination of both.

There are many causes of hearing impairment. Some children are born deaf from such genetic causes as RH blood types, Rubella or heredity. People who are born with normal hearing may experience a loss of hearing, caused by infectious diseases, accidents or other traumas.
Most school districts use the generic term hearing impairments to describe all degrees of hearing loss and classification of students who may be deaf or hard of hearing.

Language development and communication are the biggest problems confronting students with hearing impairments. Depending on the degree and type of hearing loss, there are a variety of techniques currently available to assist the students to develop skills in these sound amplification areas. They are: auditory training (listening skills), speech reading (lip reading), finger spelling and sign language, and written and visual presentations. Using a combination of all methods is referred to as "total communication".

Students with all degrees of hearing loss are educated in the public schools in their local community. In most cases they are served in regular education classes with a broad range of supportive services, including both special personnel and adaptive equipment.

Learning Disabilities

Students with learning disabilities may have many labels; neurological impairment (nervous system), minimal brain dysfunction (a small part of the brain is not functioning properly), brain damage or dyslexia. A person who has a learning disability may have difficulty in visual perception but is not blind (may not see a circle as perfectly round, or is unable to see specific parts of a figure or word); in auditory perception (hearing things as we hear them) but is not deaf, difficulty in motor movements (walking, moving arms and fingers) but is not physically handicapped, and difficulty with cognitive learning (classifying things, ordering things and ideas) but is not retarded. Students with learning disabilities may have average or above average intelligence. They may display a wide range of behaviors including hyperactivity, distractability, impulsiveness, and perseveration.

Some students have severe learning disabilities in many areas and still others may have a disability in a specific area and may learn to compensate for their disabilities after receiving individualized remedial help. Students with severe disabilities are more likely to need intensive remediation throughout elementary and high school. Indeed, some two and four year colleges are developing post secondary programs to serve older students with learning disabilities.

Behavioral Disorders

Students with behavioral disorders demonstrate a wide range of ways of dealing with the world, including "withdrawing" from it and "acting out" upon it. Many develop methods for coping with everyday living that are self-defeating and non-productive. The primary difference between behaviorally disordered persons and their better adjusted peers is in the degree to which they are able to monitor, control or change their patterns of behavior.

The withdrawn person is one who finds his/her safety by building a wall around him/herself. S/he may have had experiences early in life that cause his/her to believe that it is not safe to express his/her real feelings to other people.

The acting out child or adolescent may appear to have more control over his/her behavior than s/he actually does. As a result people interpret his/her actions as being deliberately vengeful, or deliberately provocative; that is, doing something just to get even or setting up a situation that will lead to conflict. Most people look upon his/her behavior as "disturbing", rather than being disturbed. The acting out person, unlike the withdrawn person who shys away from stress, defends him/herself by acting out his/her feelings with impulsive, and often explosive immediate reactions. S/he finds it difficult to deal with frustration - or to postpone immediate gratification of needs - "I want it, and I want it now."

Behavior disorders may have genetic origins or they may be caused by social and environmental factors.

Speech and Language Limitations

People who are diagnosed as having speech or language impairments demonstrate a variety of symptoms which represent many causes that may be physiological or environmental. Speech and language skills are automatically acquired by most children. When the ability to communicate is impaired, there is a need to teach a child these skills. The problems that are exhibited may be "misarticulations", where sounds will be substituted for others, left out or distorted; by "voice distortions" where the volume is too loud or too soft, pitch is too high or low, nasality (through the nose), hoarseness or breathiness; by "dysfluencies" like rapid speech, hesitations or repetitions of sounds or words. Language disabilities may also include difficulty in communication because of a lack of vocabulary or improper grammatical structures.

Most students with speech and language impairments receive their education in general classrooms and receive remediation from a speech therapist. Students with multiple disabilities including speech or language impariments may be assigned to special education classes where they receive services from a speech therapist as one part of their educational program.

Prostheses and Adaptive Equipment*

If people can't do certain physical things on their own, it may be necessary to provide prostheses to assist them. A prosthesis is any device that helps the person move or manage the environment better. Its general purpose is to increase the individual's self-sufficiency. It should help the person do more without calling attention to the disability. Prostheses and other adaptive equipment may be used either: 1) to reduce the amount of effort and coordination needed to perform an activity, or 2) to provide an alternative way to perform a motor activity. Any prosthesis must be geared to the individual person. In an ideal case, the selection of commercial and homemade items needed can be done cooperatively by the teacher, the parent and the physical and/or occupational therapists involved with the child or adolescent. Again, the overall goal is to put technology to work to minimize a person's physical or sensory disability.

The most familiar prostheses and adaptive equipment are for increasing mobility. These include braces, artificial limbs and upright walkers. Their design is guided by the person's degree of head control, balance, and upper body strength. The idea is to enhance the body movement in the lower extremities without limiting too much the amount of motion in the arms and hands. Wheelchairs come in many models. They can be motorized; they can be modified to collapse, recline, elevate and stand and they can be equipped with attachments to aid in toileting, carrying, and safety.

When working with a person in a wheelchair, there are some points of basic etiquette that should be observed. Don't lean on the person's chair. It is like leaning on a person's side or back. Don't push the chair until you have talked to the student face-to-face and explained what you want to do.

*Adaped from: White, R. (Ed.) ASSIST: Associate Instructional Support for Teachers, Bloomington, Ind. Indiana University Developmental Training Center, 1980.

Many clever life support aids have also been devised to enhance the fine motor movements of people with disabilities. Eating and drinking aids such as vacuum and suction cups, rotating plates, and strap-on utensils are commonly used to contain food and make it easier for the person to eat. Other devices make toileting safer and easier. Clothing is sometimes modified by using wide openings, simple fastenings, and durable fabrics. Further, bathroom supplies and household equipment may be adapted to aid personal grooming and hygiene. These are just a few of the prostheses and adaptive equipment encountered in the classroom. They should be used to increase the person's capacity to engage in self-care, social interaction, academic pursuits and community activities.

Signing

Sign language is often used by people who are deaf or hard of hearing. In addition, some people who are severely disabled and who may be non-verbal establish communication by signing. Sign language is not the same in every state or local school district. Indeed basic signs do vary from place to place. Because this is true, there is no attempt in this material to identify signs. It will be necessary for the instructor who does not sign him/herself to check with a colleague who uses sign to ascertain the signals for basic concepts.

SIMULATIONS*

Although we can never completely duplicate what it is like to have a disability, through simulations we can provide some understanding of what it might be like. The following activities are designed to allow the trainees to experience some of the difficulties created by various disabilities and to examine their reactions and emotions as a result of participating in these activities.

A. Learning Disabilities

Goal: To enable the participants to develop an awareness of reading and visual motor difficulties.

ACTIVITY #1

Reading Exercise. Handout DC -1. (Note: the handouts and answers for this activity and other exercises in this section are located immediately after Module V - Understanding Emergency, Health and Safety Procedures. After the partcipants have attempted to read every sentence give them the answers.

ACTIVITY #2

Tracing Exercise. Provide the participants with Handout DC -2 and a standing cosmetic/hand mirror.

ACTIVITY #3

Spelling Test. Read the following words rapidly to the entire group. Repeat each word twice. Cemetary, Harassed, Begger, Embarrassed, Peddler or Pedler, gauging, symmetary, and ladies. Ask the participants to use their non-dominant hand when they take this spelling test. When you complete the test, spell the words and ask the participants to score their tests.

*Sources: 1) The Department of Special Education, Illinois State Department of Education, Introduction to Exceptional Children, (Module 3), Inservice Training Manual for Special Education Program Assistants, 1986; and 2) The Colorado Department of Education, Paraprofessionals in Special Education: The Vital Key, 1987.

B. Hearing Impairment (cassette recorder needed)

Goal: To acquaint participants with what it is like to have a hearing impairment.

ACTIVITY #4

Record the following words: wish, three, pill, station, snow, watched, splinters, tick, mice and jump. The first time you record the words: 1) speak into a can or container that will distort your voice, 2) muffle it with a cloth around the container and 3) do the recording on a lower volume. This will simulate a more severe hearing loss. Then record the list a second time without the distortion, but muffled through a cloth. The third time, you can say the words with normal volume and without any distortion so everyone listening to the tape can hear and spell the words. Have participants number a paper to 10 in three columns. The test can be administered to the entire class or individual trainees can take the test.

C. Visual Impairment

Goal: To enable participants to develop an awareness of what it is like to not be able to see.

Materials: Blindfolds and/or sleep masks and old glasses smeared thickly with vaseline to simulate different vision impairments.

ACTIVITY #5

Have the participants try to identify specific items in the room, read large print, and navigate through the halls with a buddy.

D. Physical Handicaps

Goal: To help participants understand the difficulty of performing tasks without the normal use of their fingers and hands and to help them understand the impact of restricted mobility.

Materials: Tape or mittens and the items listed in Activity 6 below, a wheelchair and crutches.

ACTIVITY #6

Have participants tape their thumbs to their hand or wear mittens. Give them tasks to perform such as writing their names, picking up objects such as pennies or paper clips, buttoning a shirt or blouse, using forks, spoons and knives, drinking from a glass.

ACTIVITY #7

Ask the participants to work in pairs when they use the wheelchair. Allow them to leave the room and move around the building, take a drink from a fountain, use an elevator, use the restroom, use a public phone, go to the cafeteria. Reverse roles after 10 to 15 minutes.

ACTIVITY #8

Have the participants practice using the crutches (with a partner for safety reasons) before leaving the room. Move about the building, use a water fountain, a pay phone, the restroom, etc.

E. Mental Retardation

Goal: To simulate the frustration of being expected to learn new material that is difficult too quickly.

ACTIVITY #9

Reading/Testing Exercise. Refer the participants to Activity 9 on Handout DC -1. Ask them to read and follow the instructions that accompany the exercise and to be prepared to write their answers in 3 minutes.

ACTIVITY #10

Refer the participants to Handout DC -1, Activity 8: Polar Algebra and ask them to do the problems. They will need the following instructions in order to be able to work the problem: 1) each letter has a digital value e.g. A=0, B=1; and 2) the addition is done upwards. Do not give them instructions for how to work the problems until they have read the problems and have attempted to do them.

F. Speech/Language Impairments

To expose participants to the types of articulation problems a child might experience.

Activity 1 on Handout DC -1 has some common types of articulation errors. Have one participant read them as written and the other participant try to decifer what was said and repeat it correctly.

UNIT C: UNDERSTANDING STUDENTS WITH SPECIAL NEEDS: LOCAL RESOURCES

Overview

All people, including paraprofessionals, who work in a school program serving people with disabilities should have knowledge of the resources and services that are available in the local community. They should understand the responsibilities of the various agencies and develop an awareness of how the agencies can supplement the services available through the school district. In order to learn about the local resources, it is suggested that the instructor plan either field trips to several of the community settings or ask staff from one or two facilities to visit the class and discuss their services.

Instructional Objectives

The trainee will be able to describe local education and related service programs that are available for students with special needs and their families.

Training Time

The time required for this unit will vary depending on the field trips you select or the visitor(s) you invite to the class.

Pre-Session Procedures

-Make a list of all the agencies, schools, hospitals and organizations in your community that provide services to persons with disabilities. Develop a brief lecture on the need for collaborative efforts between various service delivery agencies. (Among the resources that may be available in your community are: various specialized classrooms in the school system; a neonatal unit at a local hospital; infant development programs; programs for training parents of disabled children, community-based mental retardation program, spinal cord injury recovery unit; veteran's support groups, or organizations such as: Association for Retarded Citizens, Epilepsy League, Spina Bifida Association, Lighthouse for the Blind and Local Protection and Advocacy Agency.)

-Decide which resources it would be helpful for the class to have more information about. Call one or two and ask if the director or a staff member would be willing to talk to the class. And/or, divide the class into groups of three and arrrange for them to visit several local programs.

Teaching Procedures

ACTIVITY #1

Review the goals and objectives for this session.

ACTIVITY #2

Deliver a brief lecture on the need for collaborative efforts and understanding the roles and responsibilities of various service delivery agencies and systems.

ACTIVITY #3

Introduce the representative(s) of the agencies you have invited to address the class. After they, finish have several questions ready in order to encourage class members to ask questions.

ACTIVITY #4

Remind the participants that when they arrange for a field trip they need to be about 15 minutes early at the site to avoid inconveniencing the agency staff. Encourage the members of each group to think about possible questions before the visit.

ACTIVITY #5

After the field trip is over, ask class members to write a one - or two-page description of what they saw.

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III. UNDERSTANDING THE RIGHTS OF STUDENTS WITH SPECIAL NEEDS

Competencies

The Paraprofessional will demonstrate a knowledge of:

-the history of services to persons with developmental disabilities;

-the rights and entitlements of students in special education and related services.

Overview

The purpose of this unit is to enable the trainees to gain an understanding of community based service delivery systems for people with developmental and other disabilities, the philosophy that underlies these services, and the rights of students in special education and its related services. The material contains a brief historical perspective, introduces the concepts of the developmental assumption and the principle of normalization, and discusses the rights guaranteed by PL994-142 and the Vocational Rehabilitation Act of 1973.

Instructional Objectives

The paraprofessional will be able to:

-discuss the history of services to persons with developmental disabilities;

-define the developmental assumption;

-discuss some of the corollaries of the normalization principle;

-define the accessibility rights guaranteed by the Vocational Rehabilitation Act of 1973;

-define the right to a free appropriate education and other provisions of PL 94-142;

-discuss student rights to non-discriminatory evaluation, consent, privacy and confidentiality.

Training Time

This material can be taught in two 2 hour sessions or in a one half day workshop.

Materials and Equipment*

To teach this unit you will need:

-A chalkboard or easel and chart paper to record answers to questions and other pertinent information.

-The trainer material contained in this unit.

-Copies of relevant laws enacted by your state's legislative or court ordered mandates.

-Copies of each of the handouts for every member of the class.

Pre-Session Procedures

-Read the trainer material and develop a series of short lectures stressing the following topics: a) the history of services for people with developmental disabilities, b) the impact of labeling and stereotyping people with disabilities, c) the developmental assumption and the principle of normalization and d) the rights of children and adults with disabilities guaranteed by PL94-142, the Vocational Rehabilitation Act of 1973, and your state's legislative or court ordered mandates including specific confidentiality and privacy. (If you want more information refer to the trainee manual Legal and Ethical Considerations for Persons with Disabilities, Meyer Children's

*The transparencies and handouts for all modules are located immediately after Module V - UNDERSTANDING EMERGENCY, HEALTH AND SAFETY PROCEDURES.

Rehabilitation Institute, The University of Nebraska Medical Center, Omaha, Nebraska, 1985; or to W. Wolfensberger, The Principle of Normalization in Human Services, the National Institute on Mental Retardation, Toronto, 1972.)

-Think of examples from your personal experience or from your knowledge of conditions within your state or community to illustrate the various sections.

-If possible, arrange for individual students to interview people who have been institutionalized. If there are too many students in the class ask for three or four people to come to speak to the class and share their experiences. These arrangements can probably be made through the local Association for Retarded Citizens, The United Cerebral Palsy Association, or various Self-Help Advocacy groups for people with visual, hearing and other disabilities.

-Review the various activities and exercises listed in the handouts and make copies of all of the handouts for everyone in the class.

Training Procedures

ACTIVITY #1
Review the goals and instructional objectives for this portion of the training.

ACTIVITY #2
Deliver the short lectures on the history of persons with developmental disabilities.

ACTIVITY #3
Distribute Handout UR 1. If you have arranged for people to be interviewed by the whole class, introduce them and ask them to tell their individual stories. Ask them to leave time at the end for questions from the class. Indicate to students that all the questions on the handout are to be answered if the people indicate a willingness to do so.

ACTIVITY #4
Deliver the short lecture on labels and stereotyping.

ACTIVITY #5
Distribute Handout UR 2. Divide the students into pairs. Allow approximately fifteen minutes for each pair to develop some examples of stereotyping. Discuss each.

ACTIVITY #6
Deliver a short lecture on the developmental assumption and normalization. Allow time for ample class discussion and questions.

ACTIVITY #7
Distribute Handout UR 3. Students will probably need some assistance with this activity. Explain that you want them to describe one part of a child's or adolescent's day in the classroom, and that you want them to pay special attention to all the normalization issues that are listed at the top of the handout. They should use their imaginations to make the activity as normalizing as possible. Since they are working in pairs, it should be easy for them to define the developmental assumption as well. If there is time, ask students to share the results of their efforts with the rest of the class. If there is not time, ask both persons to sign the paper and to turn it in to you. Review papers and return with comments at next class session.

ACTIVITY #8

Deliver the short lecture on the rights of people with disabilities. Leave time for the students to share their own concerns and experiences or ask questions.

ACTIVITY #9

Distribute Handout UR 4. Divide the class into four groups. Ask each group to take one of the situations and to discuss it among themselves, selecting an alternative strategy that would honor the rights of the persons described. Ask a spokesperson from each group to report on the case history and group's suggestions.

UNDERSTANDING THE RIGHTS OF STUDENTS WITH SPECIAL NEEDS

Early History

Throughout the ages people with disabilities have existed, living among or apart from the rest of the population. Even early caveman drawings depict people who are missing an arm or a leg taking part in the life of the community.

There is considerable evidence that in many early civilizations, children who were born with a disability were put to death. Many early groups of people believed that the community could not or would not support a person who was disabled. In other civilizations, people with disabilities became court jesters or the butts of humor. It is true that there were fewer people with disabilities, proportionate to the population, than there are today, primarily because medical services were not available. For example, a person with a cleft palate (which today would be repaired very early) might have died simply because of the difficulty of taking in food and the possibilities of choking to death.

Asylums Developed

In Europe, during the Middle Ages, some attention was paid to the needs of people with mental retardation and mental illness. Asylums were built which housed people with those disabilities and with epilepsy as well. Often, the conditions inside, however, were dehumanizing, filthy and crowded. Society chose to segregate persons with disabilities rather than encourage them to spend their lives among the rest of the population.

Life in the United States in the early years was not much better for people in urban areas who were disabled. Many times, local prisons held those who were indigent, debtors, criminals and people with mental illness or mental retardation. Life in rural areas was perhaps somewhat better for there was more opportunity for people with disabilities to find work and blend into the community.

Special Schools Begin

In the mid-nineteenth century, special schools were started for children and adults with mental retardation which were centralized and set apart from the regular public schools. Over the years these residential schools developed into large institutions which prevailed for a long time. Most of these facilities were built outside of cities and offered little opportunity for interchange with the rest of the townspeople living near by or with the families of the people who were sent to the institutions for "training".

Segregation

Such segregation creates a host of negative effects and problems. A healthy program is one that is carried out under the vigilant eye of the populace. When the public cannot observe, maltreatment is apt to occur. And so it did in most of the large institutional settings across the country. People lived separate and isolated lives. And because of the fear on the part of some of the genetic impact of mental retardation and other disabilities, compulsory sterilizations were mandated for many people. Public funds were not generous so there was little attempt at schooling. The people who lived in institutions had a bed, were clothed and were provided some food each day with no attempts made to provide any of the amenities that are important in life.

Local Community Services

Institutions flourished in this country until the 1960s and 70s. The change to community based services began in the early 1950s with the founding of the National Association for Retarded (Children) Citizens. Some of the earliest chapters were located in Michigan, Minnesota, and Massachusetts. From their inception these advocacy groups focused on the need to provide services that would allow people with disabilities to live at home with their families and to receive an education. Usually in those early years schools and day care programs were started by parents and funded through the local United Fund, local service clubs e.g. The Lions, Kiwanis, Civilian, and other charitable agencies. Once the parents had begun the movement they were joined by professionals and other advocates.

Even though a few local school districts and other agencies began to provide educational opportunities throughout the country during the early and mid 1960s, education was provided primarily in privately operated segregated schools. Indeed many children and adolescents were considered "not educable" by policy makers and they maintained the practice of not serving children who were disabled. Gradually state legislatures and the judicial systems began to respond to the on-going efforts of various advocacy groups, by requiring access to free appropriate education for students with disabilities.

In 1975, the Congress of the United States enacted Public Law 94-142 which mandates a free, appropriate education for all children and adolescents with disabilities no matter how severe or profound. The rights guaranteed by PL94-142 will be described later in this unit.

Other Areas Developed

The broadening of public education to serve all children has opened up opportunities for persons with disabilities in other areas. Because most people are now being educated in the community, other community services have expanded. Vocational training and employment programs, for example, are being developed to meet the needs of graduates of public school programs. Further, colleges are opening their doors to people with various disabilities.

Services in Public Eye

Again, it is important to remember that services delivered in the spotlight of the public eye are apt to be better services than those delivered in segregated settings. So long as the public demands good educational and vocational assistance for citizens with disabilities, it is likely that they will be provided. And thus, the dignity and well-being of persons with disabilities will be maintained.

Deviancy

Perhaps the biggest obstacle that people with disabilities are forced to overcome is the effect of labeling and stereotyping. The most dehumanizing perception of persons with disabilities is the view of the individual as "deviant"--different from other people in a way that is negatively valued. People who are viewed as deviant are often shunned or looked down upon by other persons in society. And, like it or not, almost all disabilities are perceived as deviant.

Labeling

In the preceding module, class members had some experience in gaining understanding and learning about the difficulties that confront people with disabilities. One only has to borrow a wheelchair for a day and travel around the community in it to learn how it feels to be ignored or talked down to. Or, try to imagine how you would feel if your only access to "transportation" was on "handicapped" or "invalid" vans.

Stereotyping

A second limitation is placed on persons with disabilities when stereotyping and labeling take place. Imagine yourself being described as a person who does not use a wheelchair. If that were the only descriptor used to let other people know about you, you would be hurt and upset. You would believe (and rightly) that someone was not being fair to you. How many times, however, have you heard the description, "she is wheelchair bound" with no additional information given? And so, the person becomes the disability. Labeling can be destructive, i.e. "this is a class of mental retardates", thus establishing that class members are mentally retarded first and people second.

We often stereotype persons with such statements as "Blondes have more fun" or "fat people are jolly" -- failing to identify the individual characteristics of a person. Sometimes, people with disabilities are perceived as "childlike" or "innocent". Others view people with disabilities as "menaces" or "vegetables". All these stereotypes lead to wholesale disregard for the unique abilities of each person. To avoid stereotyping and labeling, it is important to respect each person as special with unique learning style and personality.

Developmental Assumption

As programs for people with disabilities have grown and flourished, two statements of philosophy have served as the underpinnings of well developed services. The first is called, "the developmental assumption". It states that all people are capable of growing and developing. This very simple statement takes away the arguments that resounded in the past about who should receive services.

Too often, decisions have been made based on who society deemed to be capable of being educated. All of us are familiar with such prejudical statements as, "He'll never be anything but a vegetable. What can he learn anyway?" Such affirmations set up a peculiar dichotomy between those "who can" and those "who cannot". The power of expectations, is strong enough so that the people whom we expect will not be able to learn frequently do not learn. When the expectation is reversed, the same individual will demonstrate new learning capabilities.

Development Expanded

Part of the acceptance of the developmental assumption is based on the growth of teaching technology. As we learn more and more about ways to teach persons who have difficulty learning, we expand their developmental horizons. The ability to do so is augmented by the belief in and practice of the developmental assumption.

Normalization

The second major philosophical belief that is a tremendous force in the field of special education is the normalization principle. It simply states that when teaching persons with disabilities, we should utilize methods which are as normative as possible in order to elicit, enhance or maintain behaviors that are as normative as possible (Wolfensberger, 1972).

Age Appropriate Tools

The principle means that every attempt should be made when educating a person with disabilities to provide an environment and use teaching tools and techniques that are as nearly as possible like those used by the rest of the

people of the same age in the same sub-culture. When choosing an activity to teach word recognition skills to a ten-year-old, for example, the materials and teaching technology should be like those used for other ten-year-olds. Or when selecting activities for a person who use a wheelchair the emphasis should be on selecting activities like those being carried out by a person who does not have a disability.

Normal Environment

Application of the normalization principle lies in the hands of the instructional team. Their challenge is to develop the class setting so that it is as similar to classrooms for the same age children or adolescents as they can make it. This includes the way students are treated as well. Although it may be a temptation to "baby" or "coddle" some youngsters who appear to be younger than their real age or for whom one feels sympathy, good staff members treat the person in the way agemates are treated.

Rhythm of Day

When developing a program for students with disabilities, every effort should be made to make the school day as much as possible like the schedule for students in general education. The rhythm of the day is important. Are the lunchbreak and recess integrated into the day's activities like those for other children or adolescents in the same school? Or are they at different times from everyone else's?

Rhythm of Week

The same principle applies to the length of the school day and the format of the week. Does the special education program have the same hours as other school programs? Are the week's activities like other students' with physical education and music? Is the school year like other students'? Are the vacations the same? Do they start and stop the same as other students?

The purpose of trying to make the program for people with disabilities as similar to other people's as possible is that students learn from the environment where they live, work and study. If it is totally different from the environment of other children or adolescents, then the value of integrated and shared experiences will be lost.

Rights of People With Disabilities

As a citizen of the United States, each of us enjoys a full complement of rights and freedoms. Some of these are guaranteed by the Constitution of the United States known as constitutional rights. Others are called statutory rights and are guaranteed by local or national laws or statutes.

Constitutional Rights

Among the Constitutional rights guaranteed in the first Amendement are free speech, freedom of the press, freedom to assemble and the right to worship as we please. Other specific rights are contained in other amendments to the Constitution including the right to vote.

Statutes have been developed over the past two hundred years to protect our civil rights in a host of other areas. The freedom to own and maintain property has been enhanced by laws spelling out property rights. We have the right to be protected from the violence of other people--and so, police forces and other law enforcement agencies have been developed.

Same Rights As Other Citizens

It is very true that persons with disabilities have, on paper, the same rights as other citizens. Unfortunately however, these rights have often been curtailed. Persons with mental retardation, for example, were often

institutionalized against their will simply because they were mentally retarded. People in wheelchairs were kept from exercising many of their rights simply because of the inaccessibility of public buildings and schools.

Vocational Rehabilitation Act

The first great civil rights bill for persons with disabilities was the Vocational Rehabilitation Act of 1973 with Sections 502, 503, and 504. The Vocational Rehabilitation Act guaranteed accessibility to buildings and programs and opened up many opportunities for persons with disabilities. Public monuments, for example, now must have elevators so that people in wheelchairs can experience them. TTY phone service is now available in many places for those who are deaf. There are braille digits on elevators, offices and rooms in newer buildings and more. The Vocational Rehabilitation Act also speaks to equal employment opportunities for persons with disabilities.

Much has changed, but there is a long way to go. Curbs and stairs remain in many areas of the country. Too often there is little direction or assistance for those who are visually impaired or blind. Persons who are deaf are excluded from many activities because they cannot hear and no interpreters are available. It is up to each of us to continue to expand opportunities for persons with disabilities by being alert to instances of the denial of rights and the willingess to correct the situation.

PL94-142

The second piece of legislation that had an overwhelming impact on the rights of persons with disabilities was the enactment of Public Law 94-142--the one hundred forty-second law passed by the 94th Congress in 1975. This bill is referred to again in Module IV with an explanation of the Individual Education Plan process which is an integral part of the legislation.

The bill itself mandates a free, appropriate public school education for children and adolescents with disabilities. One striking aspect of it is the requirement that all programs shall be offered in the least restrictive setting possible.

Least Restrictive Setting

"Least restrictive setting" is typically interpreted to be the setting where there is the most opportunity for integration with children or adolescents of the same age. For instance, a person in a public school program could be educated using a resource teacher in the regular classroom; by leaving the regular classroom for scheduled periods each day; by being assigned to separate classroom but sharing recess, physical education, music and the lunch period with other students, or by learning in a classroom at the far end of the school building away from the school itself. The least restrictive environment for one child or adolescent might be the regular classroom with a resource teacher. For another child with special needs, it might be a separate classroom with shared activities with the regular classroom. The decision is made for each person during the Individual Education Plan meetings as to what the least restrictive environment should be.

Due-Process

Another important part of PL94-142 is the right of due process. Due process means the right to appeal a decision. Too many times in the past parents and the person with disabilities had little say in where or how the child or adolescent's school program would be offered. They were at the mercy of the school district's decisions about placement and what educational process should be carried on. Due process means that students and parents have the right of appeal. There is a set procedure through which they can challenge

decisions. This includes the right to appeal decisions made by the planning team. The concept of due process is fundamental to our system of laws but it has been mentioned especially in 94-142--because of the many years it was denied.

Right to Non-Discriminatory Evaluation

A full evaluation of a student's educational needs must be made before the student is placed in any special education programs. In the past many students were labeled "mentally retarded" or "emotionally disturbed" based on the use of discriminatory tests. If, for example, a student's primary language is Spanish and s/he is tested in English, it is unlikely that s/he will perform as well as an English speaking child. Therefore, PL94-142 mandates that tests and other evaluation tools must not be influenced by racial or cultural factors.

Right to Consent

The issue of the right to consent to educational services is also of major concern for staff who work with children and adolescents with disabilities. While this particular right has many ramifications, it is enough to say in this context that a child or adolescent has the right to consent to activities that are happening to him/her directly. If the person has a great deal of trouble understanding the issue, consent may be given by parents or guardians. On each issue, the classroom professional must be sure that the child or adolescent or the parent/guardian understands the issue being discussed (that they have the full information about the issue) and that they consent to it willingly.

Right to Privacy

Another issue is that of the right of privacy. This right has been upheld by the United States Supreme Court. A child or adolescent in a special education classroom should receive as much privacy as is possible. For example, an adolescent who requires assistance in the bathroom should always be accompanied by a person of the same sex.

Right-to Confidentiality

The right to confidentiality must always be observed. A student has the right to expect that nothing that happens to or about him/her in the classroom will be repeated outside the school or to a person who is not directly concerned with his or her education. The responsibility of the paraprofessional in maintaining confidentiality was discussed earlier in Module I.

PL99-457

Finally, in 1987 Congress passed new legislation that supplements PL94-142. PL99-457 addresses the needs of infants, young children, and their families. It contains many of the same provisions as PL94-142. Implementation of these legislative mandates will have a direct impact on service delivery and on the roles of professional and paraprofessional personnel.

BIBLIOGRAPHY

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IV. UNDERSTANDING THE INSTRUCTIONAL PROCESS - PREFACE

Before teaching can actually happen there are several steps that must take place. The material in this module describes the components that make up the instructional process, as well as providing the paraprofessionals the skills they need to assist the teacher in the classroom. Since the Individualized Educational Program serves as the basis for all instruction and other activities in the classroom, it is presented in the first section. The units that follow include: a) formal and informal assessment, b) collecting and recording data, c) developing and following instructional objectives, d) behavior maintenance and management interventions, e) teaching strategies and f) classroom management and organization.

The following are the competencies for all of the units in this module.

Competencies

The paraprofessional will demonstrate a knowledge of:

-the various components of the instructional process including the IEP, collecting and recording data, formal and informal assessment methods, behavior management and maintenance techniques, behavioral objectives and teaching strategies;
-observable and measurable behavior;
-observe and record data objectively by using behavioral checklists and other assessment instruments developed by the teacher or agency;
-assist the teacher in implementing behavior intervention programs for each student student in the classroom using behavior management techniques developed by the teacher;
-task analyze a behavior (skill) and prepare a step by step lesson based on the analysis;
-conduct individualized lessons under the direction of the teacher including: preparing material in advance, establishing and maintaining attending behaviors, teaching one concept at a time, giving clear concise directions and modeling, prompting when appropriate, providing appropriate reinforcement, and using reinforcement consistently.

Overview

In previous units, paraprofessionals were introduced to the rights guaranteed to all students with disabilities by PL94-142. They include: 1) a right to a free, appropriate public education, 2) a right to a nondiscriminatory evaluation, 3) a right to placement in the least restrictive environment, 4) a right to the due process of law and 5) a right to an educational program, as outlined in an Individualized Educational Program (IEP). The IEP serves as the basis for all the activities that comprise the instructional process. This section will provide paraprofessionals with information about the IEP, as a mandate of the law, and how the procedure relates directly to the work they perform as members of the instructional team.

Instructional Objectives

The paraprofessional will be able to:

-briefly describe how the IEP is developed;
-describe the way the IEP is used;
-describe the various components of the IEP;
-describe the way the teacher uses the IEP to implement education objectives for each student in the classroom.

Training Time

Approximately 1 hour is required to teach this unit.

Materials and Equipment*

To conduct the activities in this section you will need:

-An overhead projector, chalkboard, and/or easel and chart paper.
-Copies of the transparencies, handouts and exercises.
-Copies of the IEP forms and procedures used by your district to develop IEPs.
-A list of the members of the interdisciplinary planning team and their roles established by your district.

Pre-Session Procedures

-Read the trainer material in this unit. Compare it with the procedures, instruments, and the personnel designated by your district to participate in the IEP process. Develop a two part lecture based on the material. Part 1 should stress the federal and state mandates and the purpose of the IEP. Part 2 should describe the components of the IEP including examples of the tasks that are performed by the team and the roles of the various members of the team.

-Obtain enough copies of the IEP forms used by your district for each participant.

-Reproduce the transparencies or, if you do not have an overhead projector write the items on the chalkboard or chart paper.

-Duplicate enough copies of the Handouts and Exercises for each participant.

*The transparencies and handouts for all modules are located immediately after Module V - UNDERSTANDING EMERGENCY, HEALTH AND SAFETY PROCEDURES.

Training Procedures

ACTIVITY #1

Describe the goals and objectives for this session.

ACTIVITY #2

Deliver part one of the lecture using Transparency IEP -1, and Handout IEP -1 as a resource.

ACTIVITY #3

Prior to delivering part two of the lecture ask the participants to brainstorm a list of the various informational items that are part of the IEP process. Record them on the chalkboard or chart paper. If the class demonstrates a knowledge of the components you can shorten the lecture.

ACTIVITY #4

Deliver part two of the lecture using Handout IEP -2 as a resource.

ACTIVITY #5

Distribute Handout IEP -3 (Exercise 1) - Allow about 5 to 10 minutes for the exercise. Participants can then share their responses and discuss any differences that emerge.

THE INDIVIDUALIZED EDUCATION PLAN (IEP)

Introduction

PL94-142, the federal law which addresses the needs of students who require special services and instructional techniques, has had a tremendous impact on the planning and delivery of services to children and youth with special needs. This comprehensive law mandates a free, appropriate public education, in the least restrictive most appropriate setting for all students. It protects the rights of parents to share in decisions about all aspects of their children's education and future. It protects students from the use of unfair discriminatory evaluation methods. And finally, it protects through due process. Placing the child in a public school classroom fulfills the intent of the law, but it requires more than that to fulfill its spirit. It was the intent of Congress to guarantee a quality education not just school placement. One method of doing that was to require an Individualized Education Plan for each student.

What is an IEP?

An IEP is a written plan, which includes the student's strengths and areas of concern, makes a determination of annual goals and short term objectives that the teacher will try to meet for a particular student, specifies whose responsibility it is to carry out various activities, describes any special services that must be provided to a student, establishes the extent to which the student will participate in the general school program, and sets a date for when the program will begin, an estimate of how long the program will be required, and includes a plan for evaluating whether the instructional objectives are being achieved. In most localities, the IEP is prepared through an IEP Conference in which parents and professional staff members meet to decide together the most appropriate educational and instructional program for the student.

Members of the IEP Team

The members of the planning conference in many school districts, include, but are not limited to the student's teacher, the student, the parent or legal guardian, a representative of the school district (other than the child's teacher) who is qualified to provide or supervise special education, and other individuals who provide special assistance to the child; they may include a psychologist, a speech therapist, a physical or occupational therapist and a nurse.

Parents and school personnel must work together and this includes determining a mutually acceptable day and time for the meeting. If a parent or guardian cannot attend, alternatives such as phone conferences, may be considered. To assure active participation, interpreters may be provided by the school district to allow communication in the parent's native language.

The Format of the IEP

All school districts have developed a format and methods for preparing the IEP. Use the IEP component checklist (Handout: IEP -2) and the IEP form used by your district to develop the lecture. In summary, the IEP:

-serves as the basis for developing a comprehensive program plan;
-sets goals and objectives for individualized instruction;
-allows parents and professional personnel to plan and work cooperatively to develop the plan;
-enhances the development of complete services; and
-fosters educational accountability.

THE INSTRUCTIONAL PROCESS: ASSESSMENT

Overview

Assessment is an integral part of determining the types of educational services and placement which best meet the needs of individual students who require special education. The assessment process ranges from the comprehensive overall evaluation that is part of the IEP process to the assessments the classroom teacher must make in order to evaluate the areas of strength and weakness of each student, set individual goals and design appropriate teaching strategies. Paraprofessionals will not usually be involved in the comprehensive overall evaluations of students, but they may be asked by the teacher to participate in the process of observing and recording data about individual students that will enable the teacher to assess student progress and evaluate the stated objectives and instructional activities.

The purpose of this unit is to acquaint the paraprofessional with some of the instruments and methods used to assess students.

Instructional Objectives

The paraprofessional will:

-demonstrate an ability to define assessment;
-discuss the purpose of assessment;
-describe two methods of assessment;
-define and discuss the the importance of functional assessment in planning instructional activities, and
-describe a student's current level of skill attainments, based on a case study.

Training Time

Approximately 1 1/2 hours are required to teach this unit.

Materials and Equipment*

To conduct the activities in this unit you will need:

-Overhead projector, chart paper, or chalkboard;
-Copies of Transparencies, Handouts and Exercises;
-Samples and copies of formal assessment tools used by various professional personnel to determine students developmental level.

Pre-Session Procedures

-Review Trainer Materials AS -1 and the overview to prepare a lecture on assessment techniques.

-Obtain copies of assessment instruments used by psychologists, therapists and teachers to assess student performance and functioning levels.

-Reproduce the transparency. If an overhead projector is unavailable, transfer the information to chart paper or onto the chalkboard.

-Reproduce sufficient copies of all handouts for each participant. Based on the work assignments of the partcipants, decide whether you wish to use the Case Study of the five year old or the seventeen year old student, or both.

*The transparencies and handouts for all modules are located immediately after Module V - UNDERSTANDING EMERGENCY, HEALTH AND SAFETY PROCEDURES.

Training Procedures

ACTIVITY #1

Describe the goals and objectives for this session.

ACTIVITY #2

Use transparency/chart AS -1 to deliver the lecture on assessment techniques stressing the difference between standardized formal assessment prior to placement in a program and functional assessment. Prior to giving the lecture distribute Handout AS -1 Purpose and Methods of Assessment to be completed by participants during the lecture. Review the directions with the participants.

ACTIVITY #3

Distribute copies of the assessment tools that are frequently used in your school district and review them with the class.

ACTIVITY #4

Distribute the Assessment Exercise AS -2 and the Case Studies of Rowan and Anita (AS -3 and 4). Discuss the directions. Divide the participants into groups of 4 or 5 and ask them to complete the exercise.

ACTIVITY #5

Ask reporters from each group to present summaries of their discussion to the entire group.

ASSESSMENT

Introduction

Assessment refers to the process of collecting and interpreting information for the purpose of planning appropriate individualized services and instructional programs. Before a student is assigned to any special education program, a comprehensive evaluation of his/her strengths and weaknesses in the areas of physical, cognitive, social, emotional and language development always occurs.

Assessment in the Classroom

Assessment is the most useful when it is done in relationship to the goals of the child. In the classroom, it is the teacher who has the primary responsibility for assessing the performance level and progress of each student. In order to carry out various functional assessment activities the teacher may ask the paraprofessional to assist in the process by observing and recording information. These skills will be addressed in the next unit.

Assessment is a critical step in the instructional process. Without it teachers do not have the information they need to use in planning for each student's individualized program; without structured programs and set objectives instruction lacks purpose. Teaching may take place, but students may not learn. For example, the student may already know what is being taught, or s/he may not be ready to learn the new skills the teacher is attempting to teach. At the most basic level, a child cannot walk before s/he learns to stand.

In addition to finding out what a student can, or cannot do, it is important to discover whether or not the student uses the skill, and of even greater importance, does the student use the skill at home or in other settings. The instructional team should assess whether or not the student has:
-acquired the skill;
-maintains the skill independently, and
-transfers that skill to other settings.

Methods of Assessing

There are several ways to collect information, two of the most common are standardized testing and observation. The members of the IEP team use both methods in order to make their recommendations about the programs and services a student needs. Teachers may use both methods as well when they set goals and plan programs for each of the students in the class.

Standardized Testing

A standardized test is a test:
-which is always given in the same way, with the same instructions, and scored using the same method,
-which has been administered to a broad range of people, and
-for which an "average" score, or "norm" has been established.

Standardized tests compare how well one person performs a task to the performance of other people of the same age (in order to be non-discriminatory and unbiased these tests should take into account cultural factors that may affect the way a person performs). The most common standardized test is the IQ test. The major purpose of these tests is to reveal the potential learning or problem areas in social, emotional, motor, or language development.

Standardized test scores may help the teacher in several ways. First, they may help the teacher and other members of the team establish priorities; if a student scores well on tests of social and language skills but scores low on motor skills, the teacher may decide to emphasize motor skills for that child. Second, formal (standardized) tests can at times shed additional light on the nature of a student's learning problem; many times children with language impairments are suspected of being mentally retarded, but if a child scores well on a non-verbal intelligence test, the IEP team will have evidence that the language problem is probably due to low intelligence.

Standardized tests, and especially IQ tests, have often been misused and misinterpreted. IQ tests have been used as the sole reason for placing students in a particular program or to "predict" future performance. In terms of using a test score to plan educational services and programs, it is only one piece, and a limited piece, of data. It may serve as an indicator of how much service a student may need, but it tells very little about exactly what services or programs are required to enable a student to reach his/her full potential.

Individual Observation

A great deal can be learned about a person by watching and listening to him/her. Some of the information gained through observation includes:

-what the student likes and dislikes;
-what skills and abilities the student has;
-how the student acts under various circumstances, e.g. working independently listening to and following directions, mood and temperament variations;
-how the student interacts with peers and adults.

There are two important components of observing:

-behavior must be observable, and
-behavior must be measureable. Observable means that someone can see and/or hear the behavior and identify it. Behavior is everything that can be seen and/or heard. When a person observes objectively s/he watches events without being influenced by his/her personal feelings; biases or prejudices. S/he looks at what is happening without guessing at the reasons behind the actions and without judging whether the action is good or bad. Measurable means that the behavior can be counted and timed.

Behavioral Checklists

A behavioral checklist is another assessment tool used to categorize and list specific behaviors. Some of the most common:

-categorize behavior into developmental areas, such as fine motor, cognitive, language, etc.
-list specific behaviors under each developmental area,
-list behaviors in the order in which they usually occur in normal development and
-list in order, the skills needed to perform a particular task.

Behavioral checklists are useful in conducting both formal and informal assessments to determine whether or not a student can perform specific tasks or behaviors related to a developmental area.

Functional Assessment in the Classroom

Functional assessment is a major source of information for program planning. Unlike the rigid directions and systems that must be followed when a standardized test is administered, these informal assessments are flexible and can be done in a number of settings and ways. Informal assessment allows the teacher to measure a wide variety of skills, comprehension and abilities - most of the specific information needed to develop the program to implement the IEP is acquired through functional assessment. These activities are carried out to determine the areas in which the student needs educational assistance. These should always be related to the goals established for the individual. It is not helpful to teach a skill for which a student has no use. For example, teaching a child to tie his shoes is useful if s/he wears shoes that tie; if s/he wears loafers or tennis shoes with velcro fasteners, it is a non-functional activity.

Skill Mastery

Functional assessment gives information about the skills a student has mastered and the skills that need to be worked on. It summarizes the student's strengths and weaknesses and makes it possible to plan a proogram designed to meet a student's unique needs.

Learning Style

Everyone develops a unique learning style: how they learn something depends on the method they use. Some people find it is easy to learn to do something by reading about it, others prefer to learn by watching someone else demonstrate an activity, and then trying it out, still others listen and absorb the information and most use a combination of methods. Each student in the class has his/her own learning style - it is not up to the instructional team to change the style, but rather to understand it, and plan with it in mind.

THE INSTRUCTIONAL PROCESS: OBSERVING AND RECORDING

Overview

Acquiring and using objective skills of observation are important assets for all personnel who work with students with special needs. Information about what a student can and cannot do, and a student's progress in mastering new skills are dependent upon observation of the student. It is important that teachers and paraprofessionals guard against making judgments about a student that can be damaging. They must not rely on hearsay and guesswork, and making sure that only what is actually seen or heard is recorded by the observer, in order to make a fair and accurate assessment of student's functioning level. The purpose of the activities in this unit is to provide the paraprofessionals with objective observation skills that will enable them to assist the teacher by collecting systematic unbiased information about individual students.

Objectives

The paraprofessional will be able to:
-define the term, "observable behavior";
-define the term, "measurable behavior";
-state characteristics of a skilled observer;
-differentiate between words that are objective and words that are not;
-identify three methods of collecting and recording information.

Training Time

Approximately one and one-half hours are required to teach this unit.

Materials and Equipment*

To conduct the activities in this section you will need:
-An overhead projector (or chalkboard or chart paper).
-Copies of the transparencies, handouts and exercises.
-The Case Study of Rowan from the previous unit.

Pre-Session Procedures

-Review the trainer materials, the transparencies and the handouts. Review the activities listed below to determine when and which Transparencies and Handouts will be used. Prepare a series of mini-lectures from this material.

-Reproduce Transparencies. If an overhead projector is unavailable, place this information on either chart paper or a chalkboard prior to the session.

-Duplicate copies of all the Handouts, for each participant.

Training Procedures

ACTIVITY #1

Describe goals and objectives for this session.

ACTIVITY #2

Deliver the lecture on observation stressing a) the roles of the teacher and paraprofessional in the process; b) the need for objective observation; c) what can be learned from objective observation.

*The transparencies and handouts for all modules are located immediately after Module V - UNDERSTANDING EMERGENCY, HEALTH AND SAFETY PROCEDURES.

ACTIVITY #3

Write a series of words or phrases on the blackboard or easel and ask the participants to determine whether they are objective and measureable. Examples of words: cooperates, smile, angry, frustrated, crying, said, pleased, on time, late, holds a pencil, counts to 10, is good at math, repeats the multiplication tables, likes to sing.

ACTIVITY #4

Give the lecture on observation methods and how to observe.

ACTIVITY #5

Distribute and discuss the sample checklists.

ACTIVITY 6

Ask the participants to (re) read the case study of Rowan from the session on assessment. Distribute Handout OR -3 and review the directions. Allow 20 minutes for the group to complete the exercise. Ask participants to take turns in providing answers and the reasons for their responses. (If you wish, distribute the answer sheet at the end of the activity).

ACTIVITY #7

Distribute Handout OR -4. Discuss and describe the importance of the way they are used. Distribute Handout/Exercise OR -5 and ask the group to determine whether the statements describe or judge a behavior.

ACTIVITY #8

Distribute Handouts OR -6, and OR -7. Review the instructions and ask the participants to complete the assignment and bring their anecdotal records to the next session. Ask them to share their work with the class and discuss how they could change the examples to make them more descriptive, Or,

ACTIVITY #9

Divide the participants into groups of four or five. Ask each group to develop a role play of a situation that might take place in the classroom during a lesson and to be prepared to present the scenario to the class. Ask the other members of the class to observe them and to prepare an anecdotal record based on their observations. Again, ask them to share their work with the class and discuss how they could make them more descriptive.

OBSERVING AND RECORDING DATA

Value of Objective Observation Skills

Observation skills are important for everyone who works in both general and special education. They serve as a cornerstone for determining what a student can and cannot do and his/her progress in mastering new skills. Teachers and instructional paraprofessionals play unique roles as observers because they see students for longer periods of time than other educational personnel. They have an opportunity to compare a student's earlier behaviors with present behaviors which in turn provides information about progess or the lack of it.

Purpose of Observation

The primary reasons for observation are to learn about student performance and to increase the effectiveness of the instructional team. The teacher may want to identify problems and their causes, to study attitudes toward subject matter, to assess progress. The record of the observation provides the teacher with the information needed to: determine goals for individual students and the entire class, set specific instructional objectives, design interventions for behavioral management and maintenance, plan teaching strategies and evaluate the effectiveness of the instruction. To accomplish these tasks, the teacher may ask the paraprofessional to assist in the data collection process.

It is important that observers guard against making judgments that can be damaging to students. Many times opinions are formed about students before we even meet them. And all too often information about an individual student is based on opinion, rumor, or gossip. Therefore, to insure that the instructional team has an accurate unbiased picture of a student, they must gather information in a systematic objective manner.

What is Observation

Observation means systematically watching and recording what a student does and says and recording the behaviors in order to make instructional decisions. Observation should a) be done for a specific reason; b) provide samples of a student's behavior over a period of time, in a variety of situations and c) be objective.

Objective observation means:
-watching events without being affected by personal biases/prejudices;
-watching what is happening without guessing at the reasons that cause the action;
-watching the activity without judging whether it is good or bad, and
-producing an objective record which states exactly what an observer sees and hears.

The following information can be learned through objective observation:
-what a student can do;
-what the student likes and dislikes;
-how the student behaves under various circumstances (in a group lesson, working independently, listening to and following directions, being tested, free time), and
-how the student interacts with other students, adults and in different settings.

How to Observe Objectively

There are two important factors that must be kept in mind when a person is observing. First, behavior must be observable and second, behavior must be measurable.

Observable means you can see and hear the behavior and identify it. In other words, behavior is everything that can be seen and heard by other people. Happiness, sadness, frustration, anger are not behavior, they are states of mind. Laughing, crying, and screaming are behaviors. Thinking cannot be observed - but it can be assumed that a student knows red, if s/he can correctly pick out red objects according to written or verbal instructions on a number of occasions.

Measurable means that a behavior can be counted or timed. The number of times a student laughs, cries, points to an object, writes a word, or uses a skill in another setting can be counted. The amount of time it requires for a student to properly complete a task can be determined.

Methods of Observing

The methods of observing and recording information about one student can be applied to observing groups of students. Three of the most common methods that teachers use to collect information about individual students in the class are described below.

Anecdotal

An anecdotal record is simply a few sentences describing a student's behavior. It is important to use precise descriptive language. The anecdotal record may include information about what occurred during a lesson so the teacher can use it for specific planning or it may include information about how a student reacts under various circumstances, e.g. free time, working independently, listening to and following directions. It can also be used to describe how a student interacts with other students or adults. (See Handouts for examples of anecdotal records.)

Checklists

In the unit on assessment, checklists and the ways they are used in the assessment process were described. In using checklists the behaviors/skills are already identified and the observer notes whether or not the student has learned certain skills or exhibits certain behaviors. Checklists can either be standardized or they can be developed by the observer. They may include skills from only one skill area, for example, reading ability, or they can include skills from many areas. Checklists can either be specific or general. A general checklist might be used to review progress for permanent records and to review the IEP to set new goals or it might be used to check skills when a student first enters a class. (See Handouts for examples of various checklists.)

Interviewing

In addition to using observations as techniques for determining what a student can and cannot do, it is also important to know what a student likes and dislikes, his/her specific interests and feelings in order to plan for educational, vocational or recreational activities or to determine appropriate reenforcers. Information about these concerns can be gathered from the student, his/her parents, or other people who know the student well. Interviews and questions are valuable tools because they enable the educational team to gather a broad range of information about each student.

Parents can also be asked to observe their child at home and then be interviewed about whether or not the child performs certain tasks at home. Parents can also provide information about circumstances at home that may affect the child's performance at school.

How to Observe

Directed objective observation is an important tool that assists the teacher in determining the things a student can and cannot do. The method selected depends on the reason for the observation. For example, if the purpose is to gather general information or to determine how the student interacts with other students or adults, the anecdotal method may be appropriate. If the purpose is to assess development of fine motor skills, language development, reading or math readiness, self-help skills, then a checklist will be more useful.

The teacher and the paraprofessional need to discuss: a) the reasons for the observation, b) how the teacher will use the information and c) the information the teacher will need in order to develop individual objectives, teaching techniques or behavior management strategies and interventions for each student. They will also need to decide how long each observation will last, when it will occur and how many times it will take place. This will enable the teacher to determine whether or not the behaviors that are observed are unique to a particular time, day, setting, or if they follow a pattern. It will also allow the teacher to determine whether or not a student has learned a skill, generalized the skill and is ready to learn another skill.

THE INSTRUCTIONAL PROCESS: GOALS AND OBJECTIVES

Overview

The unit on Assessment provided information on techniques the teacher uses to determine the level at which a student is functioning. The purpose of this unit is to provide the paraprofessionals with a knowledge of the way the teacher develops the instructional program for each student in the class. The first section addresses long-range and annual goals. Part two will prepare the paraprofessional to follow and write instructional objectives.

Instructional Objectives

The paraprofessional will be able to:

-define the differences between long range goals and short-term objectives;
-define and list examples of an instructional objective including behavior, condition and criteria;
-write a series of instructional objectives including in each the behavior, condition and criteria.

Teaching Time

Approximately two to two and a half hours are required to teach this unit.

Materials and Equipment*

To conduct the activities in this section you will need:

-An overhead projector, chalk board and/or easel.
-Copies of the transparencies, handouts and exercises that are part of the trainer material for this unit.
-Copies of the Case Study for Anita from the unit on Assessment.

Pre-Session Procedures

-Review the trainer material for this unit. Prepare a three part lecture stressing a) the differences between ultimate/long range objectives and annual objectives, b) the questions that both the IEP and the instructional teams need to ask and answer when they are designing and implementing educational plans for individual students and c) the need for short range instructional objectives that include behaviors, conditions and criteria.

Training Procedures

ACTIVITY #1

Describe the goals and objectives for this unit.

ACTIVITY #2

Deliver Part 1 of the lecture on long range and annual goals. Use these questions to stimulate discussion. 1) What is the purpose of establishing range goals? 2) Why are they important? 3) Who should be part of the decision making process?

ACTIVITY #3

Divide the group into pairs. Distribute the Case Study of Anita from the unit on Assessment and G/O -1 "Why Teach a Skill". Review the questions with the participants to make sure they understand them. Ask the group to reread the case study, to use the questions as a guideline, and to develop four new annual goals for Anita that will enable her to achieve her ultimate goals.

*The transparencies and handouts for all modules are located immediately after Module V - UNDERSTANDING EMERGENCY, HEALTH AND SAFETY PROCEDURES.

ACTIVITY #4

Distribute Handout G/O -2. Use it to review the differences between observable and non-observable behavior. After the class completes the exercise ask them to read their responses aloud and to correct mistakes.

ACTIVITY #5

Use Handout G/O -3 to deliver the lecture on short term instructional objectives. Distribute Handout G/O -4 for the participants to use as a reference.

ACTIVITY #6

Distribute Handout/Exercise G/O -5. Review the directions and allow 5 minutes for the groups to complete the exercise. Distribute Handout/Exercise G/O -6. Review their responses to the previous exercise. Briefly discuss the "Hey Teach" method of determining whether or not a behavior is observable.

ACTIVITY #7

Distribute Handout/Exercise G/O -7. Review the directions and allow 5 minutes for the participants to complete the exercise. Discuss their responses as they share them with each other.

ACTIVITY #8

Distribute Handout/Exercise G/O -8. Review the directions. Follow the same procedures used in the previous activity.

ACTIVITY #9

Distribute Handout/Exercise G/O -9 and follow the same procedures used in the previous activity.

ACTIVITY #10

This culmination activity is divided into two parts. Distribute Handout/Exercise G/O -10. Ask each person to complete the exercise and share his/her reponses with the class. After the first part of the activity is completed, divide the class into pairs. Ask them to brainstorm ideas for four instructional objectives based on students in the classes where they work. Ask them to write the instructional objectives including behavior, conditions and criterion. Review the responses.

THE INSTRUCTIONAL PROCESS: GOALS AND OBJECTIVES

Introduction and Long Range Goals

All of us have long range goals for our lives. They are based on our personal likes and dislikes, values and attitudes, skills and functioning levels, learning experiences and a multitude of other factors. They include going to college, deciding on where we will live and work, what our vocation will be, marriage and having a family, deciding how to spend our leisure time prior to and after retirement. It is critical for students with special needs to have the opportunity to develop their own long term goals just as everyone else does, and to participate in the decision making processes that have a direct impact on their lives while they are in school and after they graduate.

The responsibility of the local school district and all educational personnel is to prepare students with disabilities to achieve their personal goals. Further it cannot be stressed too strongly that these same criteria apply also to children and adolescents with severe, multiple and profound disabilities, and that the goal of the local education system must be to prepare them to live, work and play in integrated community environments.

Annual Goals

Written goals and objectives are the key to designing and implementing an individualized education plan for every student with special needs. In the first unit of this module we described the various components of the IEP. Among them is a statement of annual goals for the student. These annual goals must be based on personal long range goals of the students. The goals developed by the IEP committee serve as a map or framework that enables the instructional team to plan the course of action they will use to carry out the educational programs for the students in the class.

The teacher uses information gathered through formal and informal assessment methods and tools to develop the instructional goals for each student. Annual goals are broad general statements describing the behavior/skill a student should demonstrate after completing an instructional program. They describe a behavior/skill that cannot be taught "over-night", therefore, they cover a semester or a school year. They must be reviewed periodically to make sure they are still relevant and that the student is making progress toward achieving them. Annual goals should be established for all skill areas including cognitive, physical, social, emotional and language development. These broad general statements provide the instructional team, parents, the student and other persons who are members of the IEP team, with a guide or direction for a student's educational program. They do not spell out specific attainable or measurable functional achievements.

Developing Annual Goals and Instructional Objectives

When the IEP or instructional team develops the individualized programs for a student there are several key questions that should be asked and answered that will enable them to establish annual goals and prepare instructional objectives for the student. They are: a) What are the ultimate/long range goals for this student? b) Will the skills we propose to teach help him/her to achieve these long range goals? c) Are the skills we propose to teach him/her practical and functional, e.g. if the student does not learn this

particular skill, will someone else have to perform the skill for him/her or provide assistance to him/her? d) Is the skill we are teaching age appropriate? e) Will the skill enhance his/her life and allow him/her to have more fun? and f) If we only have limited time to teach and are, therefore, only able to teach a limited number of skills to the student, which ones are the most important?

Short-Range Objectives

Introduction

Long-range objectives or goals are statements that describe desired and valued competencies, a state of being or general skill level. They provide direction for short range objectives. Short-range objectives are commonly referred to as behavioral or instructional objectives. The process of preparing behavioral/instructional objectives, is a difficult and time consuming process. By working together the teacher and paraprofessional will be able to expedite the preparation and implementation of appropriate instructional objectives for each student.

Components of Behavioral Objectives

Behavioral objectives are statements that have three components. They are: a) the behavior is the activity the learner will be able to do when the instruction is completed, b) the conditions describe the circumstances and how to teach the behavior and c) the criterion is a statement of how the activity will be evaluated.

Behavior

The best instructional objectives are written as a result of careful observation and assessment of a student's functioning level. Once it is known what a student can and cannot do, a decision(s) can be made about what new skills to teach. The new skills are the core of the objective and are called the behaviors. Each objective has one behavior. The behavior must be observable and measurable. To know whether the learner's behavior has changed/or the skill learned after the instruction has been presented, an objective is stated in terms that can be seen and counted. (Refer back to the unit on Observing and Recording.)

Establishing the Criterion

The criterion generally has two parts; they will be referred to as CR -1 (part one criterion) and as CR -2 (part two criterion). CR -1 the part one criterion measures one or more of the important characteristics of the behavior itself, such as speed, accuracy, rate, quantity, duration, etc. CR -2, the part two criterion, measures whether the person performs the behavior consistently and reliably. It is included in any objective in which a single acceptable performance of the aimed-for behavior is not sufficient to say that the person can perform, or will continue to perform, that behavior.

Sources: The trainer material in this unit has been adapted from: 1) ASSIST: A SOURCE BOOK FOR INSTRUCTIONAL ASSOCIATES, THE DEVELOPMENTAL TRAINING CENTER Indiana University, WHY NOT COMPETENCE, Focus on Children, Inc. Arkansas, and WRITING BEHAVIORAL OBJECTIVES AND MEASURING BEHAVIOR, Value Based Training, Meyer Children's Rehabilitation Institute, The University of Nebraska Medical Center, and A HANDBOOK FOR SPECIAL EDUCATION PARAPROFESSIONALS, New York City Board of Education, 1982.

Rule for Separating CR -1 & CR -2

The following rule is helpful to determine where part one ends, and part two begins: "you should be able to remove the part two criterion without changing the intended outcome of the behavioral objective".

Part One Criterion

Use the following example of a behavioral objective and the questions that accompany it to introduce writing behavioral objectives. (You may want to write them on the easel or chalkboard.) "When asked, Gary will say the numbers 1 through 10 in proper sequence, in eight of ten trials."

Questions to Ask

What does Gary have to do to meet the part one criterion? Choose from the following:

a) say them loud enough to be heard in the next room;
b) say them in 20 seconds or less;
c) say them in the proper sequence;
d) say eight out of ten of the numbers.

The correct response is (c) because that is the CR -1 stated in the objective for the performance of the behavior. If you ask Gary to say the numbers from 1 through 10, and he does so, in the proper sequence, then you can say Gary has met his part one criterion.

Part-Two Criterion

Now suppose you ask Gary to say the numbers from 1 through 10, and he says them, in proper sequence, when can you say Gary has met the part two criterion on the objective?

Questions to Ask

Choose from the following:

a) when he has said them in proper sequence 3 times in a row;
b) when he has said them in proper sequence 8 out of 10 trials;
c) when he has said them in proper sequence when asked to do so;
d) not until he has said them in proper sequence 10 times in a row.

The correct response is (b) because that is the criterion set for reliability and consistency. The team that wrote this objective apparently felt that 8 correct responses out of 10 possible trials would be sufficient evidence that Gary has learned to say the numbers in proper sequence.

Establishing Conditions

Every objective must have a condition. The component which states how it will be done, (the circumstances under which the behavior will be performed). The conditions provide information about what help the learner will receive, what help the learner will be denied, and what materials the learner will use. Again, using the objective stated previously: "When asked, Gary will say the numbers 1-10 in correct sequence eight out of 10 trials."

When asked is the condition under which Gary will perform this behavior. Condition statements frequently specify what will be provided to the person when performing the behavior. In this case Gary will be provided with a verbal prompt.

THE INSTRUCTIONAL PROCESS: BEHAVIOR MANAGEMENT AND MAINTENANCE

Overview

The content in this unit is designed to provide paraprofessionals with skills they will need to implement behavior management strategies using the same emphasis and techniques as the teacher. The material is divided into three sections. The first is a brief description of the characteristics of behavior shared by all of us. Part two addresses techniques the instructional team can use to teach new behaviors and strengthen desired behaviors. The final section presents strategies for reducing and eliminating undesired behaviors. The activities in the final unit TEACHING STRATEGIES will provide the paraprofessionals with an opportunity to practice these skills.

Instructional Objectives

The paraprofessional will be able to:

-describe characteristics of behavior shared by all people;
-describe methods that increase positive behavior;
-describe methods to decrease or eliminate problem behaviors;
-define reinforcement and list appropriate reinforcers for various age, skill and behavior areas;
-describe the school district guidelines for managing the behavior of students who engage in aggressive physical behavior;
-demonstrate an ability to observe and record the frequency and duration of behaviors;
-demonstrate the ability to use reinforcement techniques. (This activity will be part of the work of the next unit.)

Training Time

Approximately 2 hours are required to teach the content in this unit.

Materials and Equipment*

To teach this unit you will need:

-Copies of all of the handouts and exercises that are part of this unit.
-A chalkboard or easel and flip chart so you can record responses to activities and questions.
-Graph paper for all of the students.
-Copies of your local school district's regulations for a) managing the behavior of students who engage in aggressive physical behavior, b) guidelines and rules (if the district or school has developed them) for the use of time-out rooms, c) other interventions used by the district to reduce negative behavior and d) copies of the instruments used by the district or individual teachers to record and chart behavior frequencies and duration.

Pre-Session Procedures

-Review the trainer material and the supplemental content in the handouts on techniques for improving positive behaviors and the local district guidelines and regulations. Prepare a series of lectures stressing a) characteristics and patterns of behavior shared by all people, b) the importance of structuring the physical environment in the classroom to enhance the development of positive behavior, c) the meaning of reinforcement and the value of using reinforcement techniques to strengthen existing behaviors and to teach new skills and e) the local school district guidelines for dealing

*The transparencies and handouts for all modules are located immediately after Module V - UNDERSTANDING EMERGENCY, HEALTH AND SAFETY PROCEDURES.

with a student engaged in aggressive phyiscal behaviors. (Include examples of situations that take place daily in all classrooms to illustrate the various points.)

-Review the instructions for the various activities and exercises.

-Review the material in this unit and the previous unit on objective observation along with the instruments used by the district or a teacher to record and chart behavior frequencies and duration.

Training Procedures

ACTIVITY #1
Review the goals and instructional objectives for this unit.
ACTIVITY #2
Deliver the lecture on "characteristics and patterns of behavior". Ask the participants to brainstorm and suggest activities or events that serve as personal reinforcers for them. (e.g. the paycheck at the end of the week, time to do a crossword puzzle, a coffee break, compliments). Distribute Handout Beh Man -1.
ACTIVITY #3
Deliver the brief lecture on the importance of the climate in the classroom including physical arrangement, organization and routines, and rules on enhancing desired behaviors for individual students. Ask the paraprofessionals to describe ways they can serve as effective models for the students.
ACTIVITY #4
Divide the class into pairs. Distribute Handout/Exercise Beh Man -2. Allow 10 minutes for the teams to review the questions and work together to develop their answers. Reconvene the group and briefly discuss their responses.
ACTIVITY #5
Prior to delivering the lecture on reinforcement and other behavior management techniques, ask the class: to a) describe how behavior management is used in their classroom, b) define their current understanding of reinforcement and c) list types of reinforcers used in their class. Use the following questions to stimulate discussion. 1) How do you know if something is a reinforcer?, 2) How can you determine appropriate reinforcers for the student? and 3) What criteria should be used to select reinforcers? Distribute Beh Man -3 and Beh Man -4 at appropriate points.
ACTIVITY #6
Distribute Handout Beh Man -5 REINFORCERS to the group. Ask participants to select two reinforcers from each group that are age appropriate for the students in the class where they work and two that are not. Ask them to be prepared to discuss their reasons for their selections.
ACTIVITY #7
Prior to delivering the lecture on reducing problem behaviors, ask the members of the class to describe problem behaviors in the class. Record them on the chart or chalkboard. During the lecture stress contributing factors pointing out that in addition to aggressive acting out behaviors there are other behaviors that are problem/negative behaviors, e.g. chronic lateness, absenteeism, turning in incomplete work, regularly sleeping in class, daydreaming or not staying on task. After the lecture, ask the class to suggest other problem behaviors they may have thought of during the lecture.

ACTIVITY #8

Ask the class to describe methods and strategies used in the class where they work to reduce problem behaviors. During the lecture discuss other techniques not mentioned by the group that the instructional team can use to change undesirable behavior. Close this part of the lecture by describing district guidelines for dealing with aggressive physical behavior and other crises.

ACTIVITY #9

Review objective observation and describe the value of conducting frequency and duration observations. This activity is an optional homework assignment. Distribute and review the instruments used by the district - or one developed by a teacher in the district to collect and record the frequency or duration of behaviors. Ask the students to: a) work with the teacher in their class to select a student to be observed and to select a specific observable behavior to be observed; b) decide, with the teacher, which observation method to use, frequency or duration; c) decide, with the teacher, where the observation will occur, when it will occur, and the length of time the observation will require; d) complete two observations prior to the next class session, and f) bring the results of the observations to the next class for review. Or, if that is not practical, ask them to discuss the results with the teacher.

ACTIVITY #10

If there are several students in the class who work in classes for students with severe, multiple or profound disabilities you may want to teach them to chart/record the duration or frequencies as a method of evaluating student progress.

BEHAVIOR MANAGEMENT AND MAINTENANCE

Introduction

Behavior modification or "behavior mod" as most of us refer to it, whether we are professional educators or lay people, is now part of the public domain. So much so, that many people use various behavior modification techniques to change habits developed over a lifetime without being aware of the source. Many mutual aid or self-help groups incorporate behavior modification methods into the guidelines and programs developed for their clients or members. Examples of organizations that rely on the principles of behavior modification include: Weight Watchers, Smoke Enders, Alcoholics Anonymous and hundreds of others.

Characteristics of Behavior

Before discussing behavior management and maintenance strategies that are commonly used in classroom and other educational settings, there is some general information about behavior that will help paraprofessionals to understand the principles and purposes of behavior management and maintenance. See Handout Beh Man -1 for a brief list of characteristics and patterns of behavior shared by all of us including people with disabilities.

When asked to describe their most important training needs, teachers and paraprofessionals alike are likely to respond, "we need to learn skills that will improve our ability to maintain discipline, change negative behavior and to cope". This can be translated roughly to mean, "we are looking for magical acts or panaceas for problems of misbehavior in the classroom".

In general, there is a lot of confusion among teachers and other educators about what the application of behavioral techniques can be expected to achieve. This is probably due, in part, to the fact that there is no universally accepted definition of the terms behavior modification or management. Indeed, in most classrooms and other educational settings they are used interchangably. Many professional personnel who refer to themselves as "behaviorists", however, view behavior modification as a set of principles and procedures that must be strictly adhered to if true behavioral change is to occur. On the other hand, many teachers see behavior modification and maintenance techniques as individual techniques that make up their arsenal of teaching strategies.

Behavior in the Classroom

To be effective, behavior management and maintenance techniques used in the classroom must be an integral part of all programmatic functions and activities. Many of the techniques designed to either strengthen existing positive behaviors or to reduce problem behaviors may also be used as instructional strategies for teaching academic, self care, communication, physical and other skills. (In this unit we are addressing behavior management and maintenance techniques that will increase positive behaviors, or reduce/eliminate negative behaviors. The final unit, in this Module, TEACHING STRATEGIES will provide paraprofessionals with skills they need to work alongside the teacher and implement instructional programs.)

Classroom Management - Its Impact on Behavior Management

When teachers talk about classroom management, what do they mean? If you ask three teachers, you are likely to get three answers. One may say it is the

manner in which a teacher deals with rules and other factors that influence student behavior, another may say it refers to the physical organization of the classroom, and still another, may tell you that it refers to daily scheduling. Of course, all of them are "right". Each of them mentioned one of the several components of classroom management.

Organization of the Classroom

The physical organization of a classroom, the materials, resources available to meet the needs of the students, the daily schedule and routines, groupings and class size, and the rules and structure of the classroom contribute directly to creating a positive learning environment. In a classroom that is disorganized and does not take into account student functioning levels in academic, social, emotional and physical development, teaching may occur - but learning will not be facilitated.

Rules have a direct impact on all of our lives and determine our behavior. There are different sets of rules for work, school, family, and society. It is the teacher's responsibility to make the rules for the classroom. Most teachers try to make just enough rules to promote positive classroom behavior but not so many that the classroom becomes rigid. Too many rules can contribute to negative behavior, and if there are too few rules, or no established routine, students may go beyond the boundaries of appropriate behavior. The paraprofessional, students and other support staff must be aware of the rules and the reasons behind them.

Consistency and Modeling

It is the responsibility of the members of the instructional team to be consistent models of appropriate behavior, and observe the rules in both words and actions. For example, adults should not change plans without a good reason or just because they are tired or in a bad mood. They should be punctual. They should be reliable and keep promises. They should not interrupt other people's conversations. They should assist with clean-up chores, etc.

Techniques for Building and Maintaining Positive/Appropriate Behavior

The ultimate goal for students with special needs - just as it is for all students - is independence. To promote independence, the learning environment must allow for the development of self-direction, self-control, and decision making skills. These are not skills or behaviors that develop automatically as the student grows older. These behavior patterns need to be nourished and reinforced. The instructional team and parents cannot accompany the student through life. Therefore, instead of attempting to "maintain control", the team should view its role as preparing the student to monitor and control his/her own behavior.

Reinforcing Desired Behaviors

If there is one universal truth about increasing behavior or teaching new skills and functions, it is that positive feedback and reinforcement are stronger methods for bringing about change than disapproval and punishment. To be effective the teaching methods and reinforcement techniques must be targeted at changing or teaching a specific behavior. Therefore, the reinforcers and the teaching procedure the teacher selects will be used to implement the instructional objectives designed for an individual student.

Definition of Reinforcement

"A reinforcer may be described as an action or event that will increase the chances of the future (re) occurrence of the behavior it follows." There are various ways to reinforce positive behavior.

Types of Reinforcers

Reinforcers are usually divided into primary and secondary categories. Primary reinforcers are tangible items such as food, drink, toys which automatically have reinforcing value. Secondary reinforcers are more likely to be intangible and will become reinforcing through the learning process. They include verbal praise, grades, special privileges, tokens.

Selecting Reinforcers

When selecting reinforcers and using them there are certain criteria teachers use. Reinforcers must be: a) age and culturally appropriate for the student, b) must have meaning or value for the student, c) should be given immediately after a correct response and d) should relate to/reward a specific behavior. In addition, the teacher and paraprofessional must use the same techniques and emphasis.

Finally there are two other important concepts that need to be stressed with regard to selecting and using reinforcers. First, reinforcers cannot be standardized; everyone is not reinforced by the same event. Therefore, it is vitally important when using positive reinforcement to choose reinforcers that relate to the likes and dislikes of a student. Second, while the goal of using reinforcement is to strengthen desired behaviors and teach new skills it is also possible to reinforce negative behavior. (See Handout Beh Man -4 for supplemental information about other strategies for managing behavior that work. Teaching methods such as shaping, modeling, individualized instruction, and task analysis will be addressed in the next unit.)

Reducing Problem Behaviors

Negative or problem behaviors are demonstrated in a variety of ways by students. There are as many reasons for problem behaviors as there are students. For the teacher to develop an effective strategy for helping students to monitor and control their behavior, it is important for the teacher to be aware of the factors that may contribute to or cause the behavior. A problem behavior may be used for gaining attention. It may be an attempt to gain power or control a situation. It may be the result of medication or other health problems. It may be used to retaliate for a real or imagined let down or disappointment.

It is important for paraprofessionals to know that when a goal has been established to reduce a specific negative behavior, it must be replaced by a positive behavior. This can be achieved only when the positive behavior is consistently reinforced.

Punishment and Discipline

Thus far we have discussed the value of positive reinforcement techniques. There are other techniques that may be described as punishment and disciplinary techniques or consequences that may have an impact on problem behaviors. They may include asking a student to redo an assignment that was not completed successfully, frowning, taking away a special privilege such as watching television, or going to recess. These techniques should never violate a student's civil and human rights and they should not be hazardous to a student's physical health and mental well being. (Handout Beh Man -4 describes other techniques such as extinction that may be used to change problem behaviors.) Because every school district has different guidelines and procedures for managing students who engage in aggressive physical behavior e.g. assaulting other students and adults, this part of the class should address the regulations established by the district. It should also include interventions the district has identified as being effective.

Observing and Recording Behaviors

In addition to using objective observation skills to assess the functioning level of students, these same skills are valuable tools for providing information about a) what situations or events may cause an event to occur, b) what reinforcers influence a negative behavior and c) how to change the reinforcer and climate in the classroom to reduce or eliminate the behavior. After pinpointing the problem behaviors to be changed, it is useful to record them using a chart. The two methods that are used most often to record behaviors are: how often does the behavior occur (the frequency), and how long does the behavior last (the duration). The Frequency Method measures the number of times a behavior occurs within a specific time interval e.g. hitting others, getting out of seat, interrupting others, swearing. The Duration Method measures how long a behavior lasts rather than how often it takes place. This method is appropriate for measuring on/off - task behavior, attention spans, working/playing alone, and seizures. Finally, when recording behaviors, if a negative behavior is being reduced and a positive behavior increased, both behaviors must be counted or timed and charted.

THE INSTRUCTIONAL PROCESS: TEACHING STRATEGIES

Overview

This section focuses on "how to teach"; another title for it might be ACHIEVING GOALS AND OBJECTIVES. The purpose is not to give paraprofessionals specific subject matter skills but rather to enable them to learn procedures that will prepare them to work alongside and support the teacher. The activities in this section complete the training course. Paraprofessionals will a) conduct a task analysis of an instructional objective, b) participate in a classroom activity designed to improve their instructional skills, and c) in cooperation with the teacher in the classroom where they work, design and implement a lesson for an individual student.

Instructional Objectives

The paraprofessional will be able to:

-define task analysis and explain its importance;
-conduct a task analysis of an instructional objective, sequence thhe steps and construct a teaching program, and teach the lesson;
-describe the use of appropriate methods to assure student involvement and success;
-describe the importance of lesson plans;
-describe why, how, where, and by whom instructional activities should be evaluated, and
-design and implement a lesson for a student in the class where s/he works.

Training Time

Approximately 2 hours is required to teach this unit.

Materials and Equipment*

To conduct the activities in this section you will need:

-An overhead projector, chart paper, or a chalkboard.
-Copies of the transparencies, handouts and exercises that are part of the trainer materials for this unit for each of the participants.
-Blindfolds and items/equipment for use in the teaching exercise that is part of this unit. If you are teaching the sessions in a school, you may want to use educational toys and equipment that are available in the classroom for this activity, or, you can bring small items with you if none are available.

Pre-Session Procedures

-Review the trainer material and prepare a series of brief lectures stressing the following: a) how students learn, b) various teaching strategies and methods, c) task analyzing an instructional objective as one way to develop an individualized lesson, d) establishing and maintaining attending behaviors and e) the purpose of lesson plans for the entire class.

-Review the instructions for the various exercises and training activities to make sure you are prepared to introduce them in the proper sequence.

-In addition to gathering the suggested items and equipment to be used in the Teaching Exercise (see Activity #10), think about other ideas for specific behaviors/skills the groups can teach based on equipment available at the site where you are doing the training.

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* The copies of the transparencies and handouts for modules are located immediately after Module V - UNDERSTANDING EMERGENCY, HEALTH AND SAFETY PROCEDURES.

Training Procedures

ACTIVITY #1

Review goals and objectives for this session.

ACTIVITY #2

Prior to delivering the introductory lecture on student learning style and teaching strategies, ask the class to list the components of instructional process addressed in the previous sections. Stress the need for written objectives and the value of behavior management and maintenance techniques for teaching a new skill or function. Use Transparency TS -1 to review the components of behavioral objectives.

ACTIVITY #3

Deliver the lecture on student learning styles and teaching methods. Use Handout TS -1 as a reference and Transparency TS -2 as a guide for establishing the individual parts of a lesson.

ACTIVITY #4

Deliver the lecture on Task Analysis, using Transparency TS -3 as a guide. Stress the importance of dividing an activity into sub-steps, putting them into the proper sequence, and teaching one concept at a time.

ACTIVITY #5

Ask the class to task analyze the steps involved in changing a new channel and to put the steps into proper order.

ACTIVITY #6

Distribute Handout/Exercise TS -2 (Sequencing) and review the directions. Allow five minutes for the individual members of the class to complete it and then review their answers.

ACTIVITY #7

Briefly describe ways a teacher can establish and maintain attending behaviors. Distribute Handout/Exercise TS -3 (Attending Behaviors) and review the instructions. Allow 5 minutes for the class to complete the exercise and review responses.

ACTIVITY 8

Briefly review the discussion on reinforcement presented in the previous unit and describe the value of reinforcement in the teaching process.

ACTIVITY 9

Deliver a brief lecture on the purpose and function of lesson plans for the entire class (you may want to have the participants brainstorm a list of why lesson plans are important and who uses them) and the purpose of systematic program and student evaluations.

ACTIVITY #10

The purpose of this activity is to provide the participants, working together as a group, an opportunity to design a) a task analysis, b) develop and implement a teaching program and c) experience the learning process from the point of view of both the instructor and the learner. In order to conduct this activity use, the following procedures.

-Divide the participants into groups of four.

-Assign one of the following roles to each of the group members. Discuss the assignment so that each person is clear about his/her role.

-RECORDER: this person writes down the group's instructional objective, task analysis and teaching procedures. All of the group members participate in designing the teaching program including selecting the objective, task analyzing it, sequencing the steps, selecting a reinforcer and, if there is time teaching the lesson.

-DRY-RUN LEARNER: this person role-plays a learner who is deaf and blind. S/he plays a learner during the process of designing the task analysis and teaching procedure.
-TRAINER: this person is responsible for carrying out the "teaching". S/he will have to implement the teaching procedure with a person outside the group.
-OBSERVER: this person speaks for the group during a discussion at the end of the exercise. S/he also keeps a record of significant questions and comments made during the exercise.

-Distribute copies of Handout TS -4 and TS -6 (Instructions for the Group and the Worksheet.)

-Assign a different task to be taught to each group from the following list or develop some of your own ideas based on the site where you are doing the training.
1- Go to a water fountain unassisted
2- Tie a shoe or sneaker
3- Assemble a ball point pen
4- Assemble a flashlight
5- Sharpen a pencil
6- Put on a sweater
7- Sweep the floor
8- Make a cup of instant coffee
9- Use a phone
Provide the materials necessary to complete the task.

-Distribute Handout TS -5 to the "Dry-Run Learner". Make sure the person has time to read and understand his/her role and if necessary discuss the instructions with the person.

-Distribute Handout/Worksheet 4 to each member in the group. Ask participants to design a teaching program using the process described on Handout TS -4 for developing the plan and teaching the task assigned to the group to the person who is the Dry-Run Learner. Make sure they remember the learner is both deaf and blind.

-Ask the group to let you know when it is ready to try to use its teaching program to teach someone outside the group.

-When a group is ready, assign the "learner" from another group to role play the "deaf-blind learner".

-If there is time, repeat the procedure until everyone has had a chance to play both a learner and a trainer.

-Lead a summary discussion addressing:
What kind of changes, if any, had to be made in the teaching procedures? Was more assistance needed? Was assistance withdrawn too early? Was the timing of the reinforcers appropriate? What kind of changes, if any, were made in the task analysis? Did they have to break the task into smaller steps? Did they have to group the steps differently? Did they ever feel angry or upset when the learner did not behave appropriately? How might the exercise have been different if the person really couldn't see or hear and really did find it very difficult to learn?

ACTIVITY #11

This activity is designed to be used as a practicum/homework assignment. If you decide to use it, make sure you discuss the goals of the exercise with the various classroom teachers or other supervisory personnel. Distribute Handouts TS -7 and TS -8 to the participants and refer them back to the skills inventory in the unit on roles and responsibilities. When the work has been completed ask them to return their plans to you for you to review and evaluate.

TEACHING STRATEGIES

Overview

While it is the responsibility of the teacher to determine the teaching methods or strategies that will be used to help each student achieve the instructional objectives set for them, it is the responsibility of the paraprofessional to assist in the implementation of these strategies. Although each teacher will use a slightly different process or method, there are certain specific procedures that are part of the process. These procedures usually include: a) deciding on the specific instructional objective, b) dividing the objectives into a sequence of teachable steps, c) developing a method to teach the various steps, d) teaching, e) evaluating the results of the teaching and f) developing an overall set of lesson plans for the entire class.

Review of Instructional Objectives

In an earlier session, the paraprofessionals learned about selecting and preparing the instructional objectives for each student in the class. The instructional objectives provide the team with information about what to teach, how to teach it and how to measure the success of the teaching. Once the behavior or skill to be learned has been identified, the conditions under which it must occur and the criteria have been established, then it is necessary to divide the behavior into teachable steps. Teachers develop their own unique instructional methods for working with groups or individual students. No matter what techniques a teacher prefers to use, there are certain standardized steps that have been tested and proven effective that almost all teachers follow.

Teaching Procedures

The procedures used to teach a new skill or behavior indicate what a teacher will do; they are the instructors goals. In order to develop an appropriate teaching procedure it is necessary to:

-decide what steps and in what order they will be presented to the student;
-select and describe the procedures to be used (e.g. verbal cues, prompts, modeling and chaining);
-select and describe the feedback (reinforcement) that will be used when the desired behaviors do or do not occur; and
-select and prepare in advance the material or equipment that will be needed to carry out the lesson.

Factors That Affect Student Learning Styles

There are many factors that have an effect on the way individuals learn including: age, developmental levels (cognitive, physical, social/emotional language), environmental and cultural backgrounds and the type and severity of disability the person has.

Learning Styles

Special education students, like all students, learn through a variety of modalities ranging from active instruction to watching and imitating the teacher or a peer. Some need to have tasks presented in small steps along with guidance in learning. Others thrive on setting their own learning goals and assisting in planning their own instructional programs. Some students will start a task and stay with it until it is completed. Others are easily distracted or need to be motivated to return to the lesson. All students need feedback to know whether they are right or wrong; and, praise promotes learning more effectively than criticism. Finally, some students require immediate external rewards and others are motivated to learn by achieving personal goals.

Instructional Strategies

In general when teachers plan lessons they build on the results of the functional assessment of a student's individual performance level. The instructional strategies that are selected include a) skills that will enable a student to learn more effectively (e.g. improving visual, perceptual, listening skills, communication skills and increasing time spent on task); and b) specific instructional objectives with clearly defined goals designed to teach a new function or skill.

Approaches to Teaching

In addition to using specific reinforcement techniques described in the previous unit, BEHAVIOR MANAGEMENT AND MAINTENANCE, the teacher must develop overall procedures based on a variety of teaching approaches. (See Handout TS -1 for descriptions of several teaching methods and strategies.)

Task Analysis

Many of the strategies described in Handout TS -1 are based on a system of breaking down tasks or activities into their component parts so all the skills involved in performing the task can be identified. These sub-steps are then taught one step at a time and build on each other.

Examples of a Task Analysis

A task analysis refers to the steps the student will perform; it does not describe what the person doing the instructiion does. Therefore, when writing the task analysis, it is always done in terms of what the student will do. For example: analysis of the skills needed to dial a telephone might include the following sub-skills:

-Will pick up receiver in left hand
-Will raise receiver to ear
-Will place finger into hole on dial of the first number to be dialed
-Will rotate dial to barrier
-Will remove finger from dial, etc.

Assures Correct Sequence

Since most lessons are planned for the entire class, the key to an individualized program for each student is the way in which the objectives are broken down and the sequence in which the steps will be taught. Task analysis assures that the steps are taught in a logical order and are practical and functional.

Determines Number of Steps

Two major factors to take into account when determining how many teaching steps to use are: the complexity of the task and the learning needs of the student. For example, the more complex the task, the greater the number of teaching steps. Further if the student has a severe learning physical disability, that may require a greater number of teaching steps as well.

Dividing Objectives into Sub-Steps

All tasks, whether they belong to the cognitive, physical, social/emotional, language of learning, can be broken down into sub-steps. There are several methods that can be used to divide the objective into sub-steps. In some cases the students learning style or physical skill may determine the choice. For example in the case of physical tasks the usual approach is to observe and analyze the performance of the task, e.g., polishing a pair of shoes. Every step that is relevant to the objective should be recorded. This method is also useful for cognitive tasks, but observation in these areas may take longer and the breakdown may need to be re-organized in a different order.

Teach One Concept at a Time

The major point for the person conducting the task analysis to remember is to isolate only the sub-steps that are essential to accomplish the task. It is important to work on (teach) only one concept at a time. If the goal is to teach the color blue, the student should not be asked to identify the object or to count the number of objects at the same time.

Chaining

If the assessment of a specific task shows that the student cannot perform any of the sub-tasks, then instruction could begin with step number 1. After the student can perform step 1, instruction is offered in step 1 and step 2. After these two steps have been mastered, instruction is offered in steps 1, 2 and 3. This process, known as "chaining", continues until the last step of the task has been mastered. New steps are not introduced until the step the studuent is presently working on has been completely mastered. Only one step is taught at a time and the steps are taught in order until the objective is reached.

Reverse Chaining

Another method of teaching a task which has been analyzed is starting with the very last step and moving backward one step at a time until step number 1 has been achieved. This method is known as "reverse chaining". For certain tasks and students, this method is quite effective. For example, puzzle activities are often used by teachers to strengthen visual discrimination skills. Rather than giving the student the puzzle to put together, teachers often give them a puzzle that is assembled minus one piece. By adding the last piece the student is provided with success and a sense of accomplishment immediately. Moreover, the part-whole relationship is more easily seen by the student. Following the student's initial success more pieces can be taken out, working back toward the initial task where the student must put the puzzle together from the beginning. This process is known as "reverse chaining".

Establishing Attending Behavior

Before any teaching can occur, it is necessary for the student to be ready to actively participate. To do this the instructor establishes "attending behavior". There are different methods that may be used to gain attention. They are: auditory (the student hears the cue); tactile (the student feels the cue); and visual (the student sees the cue). No matter what cues are used the signals must be clearly visible, audible and appropriate for the age of the student.

Prompting

When the lesson is initiated it is essential for the student to understand what task s/he is expected to perform. The directions must be clear, precise, in sequence and given in a manner the student can understand. Prompting consists of providing varying levels of guidance to a student while a new behavior is being learned. There are several ways to prompt the student including:

-Verbal prompts (giving a verbal request or directions)
-Visual prompts (pointing or touching)
-Demonstrations (showing how an activity should be performed)
-Partial physical prompts (providing minimum physical guidance)
-Full physical prompts (giving maximum physical guidance)

Reinforcement

In the previous unit, BEHAVIOR MANAGEMENT AND MAINTENANCE, several methods for building and maintaining appropriate behavior and teaching new skills

were presented. When the teacher is deciding which reinforcers to use, there are several things s/he must keep in mind including: a) reinforcers must be both age and culturally appropriate; b) it is just as important to determine when a reinforcer will be used as what reinforcer will be used (e.g. praise or other reinforcers should be delivered immediately following a correct response or immediately after a positive behavior); c) the reinforcer should be for a specific action or behavior (tell the student what s/he did to earn the praise or reward) and d) the reinforcer should have meaning or value for the student.

Lesson Plans

This unit has focused on the individual components of the instructional process, including the IEP, assessment, setting objectives, behavioral interventions, task analysis and finally teaching strategies. The emphasis so far has been on planning for individual students. Procedurally, however, the instructional team does not usually teach one student at a time. Therefore, the teacher must develop plans that are based on the identified needs of individuals that can be merged and used to teach the entire class. Lesson plans are written descriptions of the day to day instructional activities needed to meet the classroom objectives. The format of a lesson plan and the components to be included vary from teacher to teacher. In general, a lesson plan fulfills these functions:

-It is a guide for the instructional team.
-It provides a substitute teacher with specific information about what is to take place during the day so that consistency in programming can be maintained in the teacher's absence.
-It can be used as a long-term recordkeeping device. The instructional team can refer to past lesson plans to check, for example, student progress. As such, it can be helpful in student and program evaluation.
-It can be used as a source of ideas for future planning or in developing long range objectives for the class and individual student.
-It can be used for demonstration purposes, perhaps in explaining a program to parents of a potential student or in introducing the education program to a new instructional paraprofessional or a volunteer.

Evaluation

Instructional activities should be evaluated while they are in progress. The members of the instructional team should evaluate how well the activities, the materials and the strategies are working.

Two different levels of the instructional process can be focused on the assessed. They are program and student progress.

Program Evaluation

Evaluating the program involves examining the materials, equipment, schedules, objectives, and activities. All of these areas require on-going examination. When evaluating the program, these are some of the questions that might be asked:

-Are the materials appropriate for the student?
-Are the activities meaningful?
-Was the objective realistic?
-Was the goal achieved?
-Was enough time allotted to complete the task?
-Were there distractions that interfered with learning?

Student Evaluation

Evaluation activities that focus on the student will involve such things as rate of progress, learning methods and what rewards are most reinforcing. On-going evaluation is important to keep track of what is happening to the student and discover what needs to be changed for more successful learning. Final evaluation will be done for the cumulative file, for the IEP and reports to parents. The teacher and the paraprofessional will probably spend a good deal of time in both on-going and final evaluation of the students. When evaluating students, these are some of the questions that might be asked:

-Which rewards work best for this student?
-Has the student progressed in all areas?
-Is the student becoming more independent?
-Is the student using his/her learning in other settings and situations?
-Does the student seem happy and comfortable in the program?
-Does the student work well with others?
-Does the student express feelings and opinions?

Summary of Evaluation

Evaluation is a systematic process which provides the instructional team with information about future program needs. After the lesson has been evaluated, modifications in materials, activities, rewards and cues can be made. Possible modification in program objectives may also result from lesson evaluation. While evaluation is the last step in the process, it really begins the process all over again. The evaluation information feeds back into long range and/or short range objectives at which point the program managers again begin to plan for the future instructional needs.

Classroom Management and The Instructional Process, these and other synchnized slide tapes are available froom the Special Education Administrators, Kansas State Department of Education, 120 E. 10th Street, Topeka, Kansas 66612.

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V. UNDERSTANDING EMERGENCY, HEALTH AND SAFETY PROCEDURES

Competencies

The paraprofessional will demonstrate:

-a knowledge of emergency procedures developed by the district;
-a knowledge and ability to use First Aid procedures;
-an ability to perform CPR;
-an ability to assist a person who has a seizure;
-a knowledge of body mechanics;
-an ability to use these principles to avoid personal injury or injury to a student.

Overview

Emergencies and crises happen in all public school programs and many staff members are not adequately prepared to deal with them. The purpose of this module is to provide paraprofessionals with the skills and information they need to: a) carry out the emergency procedures established by the local school district in the event of fire, natural disasters, accidents; b) assist a person who has been injured, is ill, or is experiencing a seizure; c) use good body mechanics in order to avoid personal injury when transferring a student with a disability, or moving equipment in the classroom, and d) use proper procedures and techniques when transferring and positioning students with disabilities.

Instructional Objectives

-Pass a written test on school district emergency procedures with a score of 85% or better.
-Successfully complete the Multi Media Standard First Aid course offered by the American Red Cross.
-Successfully complete CPR training offered by the American Red Cross or other nationally recognized group.
-List the 12 steps in assisting a person who is experiencing a tonic-clonic seizure.
-List the 8 steps to remember when lifting or transferring a person or heavy object.
-Demonstrate in a practical setting the knowledge of correct procedures to avoid personal injury or injury to a student.

Training Time

The various components of this module require approximately 18 hours to complete. The sections on local district emergency procedures, seizures and body mechanics can be taught in one 2 hour session depending on the requirements of the district. The American Red Cross First Aid and CPR training require 8 hours each.

Materials and Equipment*

To teach the content in this unit you will need the following:

-Copies of the emergency procedures developed by your district.
-Copies of the trainer materials in this unit on "seizures" and "body mechanics".

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*The copies of the transparencies and handouts for all modules are located immediately after Module V - UNDERSTANDING EMERGENCY, HEALTH AND SAFETY PROCEDURES.

-(Optional) Positioning, Turning, and Transferring a video-tape and training modules describing proper positioning and safe turning and transferring of people with disabilities. The video-tapes and training modules were developed by the Meyer Children's Rehabilitation Institute at the University of Nebraska Medical Center and are designed to prepare personnel to work effectively with people who have severe or profound physical disabilities. For information about renting or purchasing the material see the bibliography at the end of this section.

- (Optional) Emergency First Aid and The School Child. This synchronized slide/tape was developed by the Kansas State Department of Instruction and provides a general overview to first aid for anyone working with regular and special education students. For information on how to borrow the slide/tape see the bibliography at the end of this section.

-An instructor's chair and other heavy objects or equipment found in special education classrooms.

Pre-Session Procedures

In this unit much of the suggested training will be provided by other agencies and other trainers including the American Red Cross and physical therapists. The trainer will serve as a coordinator and facilitator for many of the suggested training activities. The training activities the trainer will be responsible for include local school district emergency procedures, and seizures.

-Contact the safety officer in the local school district and obtain copies of procedures for fire, natural disasters and other emergencies. Make one copy for each person in the class.

-Review the emergency procedures carefully. Prepare a lecture on the procedures stressing the importance of knowing exactly what to do in the event of a given emergency. Develop a test on the local procedures to be administered to the students at the end of this part of the training. Ask students to list the steps to be followed in case of various emergencies, e.g. fire, toxic spills, tornadoes, hurricanes, or other events or situations.

-Contact the local chapter of the American Red Cross (or other locally recognized providers of CPR or First Aid training.) Make arrangements with the Red Cross to provide the Multi-Media Standard First Aid Training and CPR. Both sessions take 8 hours, so two full days will need to be set aside and the paraprofessionals may need to be released from their work assignment to participate in the training. Because the local chapters of the Red Cross have different policies and procedures in different communities, the First Aid and CPR training may not always be free. If this is the case you may want to use the slide/tape described in the materials section as one means to provide training for the participants.

-Speak to the school nurse or other health related personnel and obtain information about local district policy and procedures on dealing with seizure incidents. Read the trainer material on seizures and compare it with the procedures used in your district. Develop a lecture using the various resources emphasizing the procedures that all people can use to assist a person having a seizure. Or, if you prefer, ask the nurse to conduct the training session.

-Prepare a quiz asking the participants to write, in their own words, the 14 steps on assisting a person with a tonic-clonic seizure and other information addressing the procedures of the district.

-Read the material on body mechanics and develop a lecture describing good body mechanics and the value of using them at all times. Practice correct lifting and transferring techniques so you will be able to demonstrate them to the class. Gather the heavy objects and equipment for use during the session.

-If there are paraprofessionals in the class working in classrooms for students with orthopedic multiple and other physical disabilities, you may want to invite a physical therapist or nurse to attend a session and to train the participants to use proper procedures when transferring and positioning the students. You may also want to obtain a copy of the video tape described in the materials section.

-Reproduce copies of the handouts for the various sections of this module including EP-1 and EP-2.

Training Procedures

ACTIVITY #1

At the beginning of the initial session review all of the instructional goals for the various components of the module. Announce the dates for the two days of training for the Multi-Media First Aid Training and CPR. In addition, check to see if any of the participants have valid certificates in either of the courses and excuse them from the training.

ACTIVITY #2

Deliver the lecture on emergency procedures and distribute the school district's emergency procedures. Review them in some detail. Ensure that each person can describe the evacuation path and other procedures to follow in case of emergency.

ACTIVITY #3

Distribute the test covering emergency procedures and explain that a student needs an 85% mark to complete the course successfully. Collect the tests and score them prior to the next session.

ACTIVITY #4

Deliver the lecture on seizures and distribute EP-1. Or, if you have asked a nurse or other health related personnel to lead this session, introduce him/her. After the lecture and discussion about the steps to be followed when assisting a person with a seizure are completed, ask the class members to write the steps in their own words. Collect the papers and give credit if they cover the points but do not exactly replicate the 14 steps.

ACTIVITY #5

Give a lecture on the principles of body mechanics and review the items on EP-2. Demonstrate the principles of good body mechanics and ask the members of the class to demonstrate these principles by lifting the equipment or objects you have provided for this purpose, or,

ACTIVITY #6

The previous activities may be incorporated in a presentation to be made by a physical therapist or nurse on proper techniques to use when positioning, transferring or turning a student with severe multiple physical disabilities.

ASSISTING A PERSON WHO IS EXPERIENCING A SEIZURE

Introduction

Since some students are subject to seizures at any time, it's imperative that all school personnel have a basic understanding of seizures so that they can recognize them, assist the person properly, and record the event. Further, the popular notion of seizures as "fits" or "spells" or violent convulsive attacks needs to be replaced by an understanding of the various kinds of seizures. An explanation of seizures will help staff to better assist persons experiencing seizures.

The Many Forms of Seizures

Many persons think of seizures as violent thrashing movements of the body. Some seizures are like that, but others are hard to discriminate from ordinary behavior. Persons who have a seizure disorder (epilepsy) may have different types of seizures at different times of their lives. The common image of a seizure is a convulsive thrashing attack with a loss of consciousness, foaming at the mouth, and biting the tongue. Other terms for seizures include "convulsions," and "spells," all refer to the same basic phenomenon. It is not the staff members responsibility to diagnose a seizure or even to remember all of the different terms for different seizures, but their understanding of typical seizures, (and their differences) will help them assist with and be more helpful when a seizure occurs.

A seizure may be briefly described as an episode of impairment of consciousness which may or may not be associated with convulsive movements. It is important to understand what is meant by impairment of consciousness. With a seizure, an individual may go into a state of complete unconsciousness; that is, s/he may appear almost lifeless except for breathing movements. On the other hand, consciousness may be only slightly impaired, so that s/he may appear merely to be staring vacantly into space for a few seconds. Then again, s/he may be able to walk about or even talk, but usually in a disoriented fashion. During these episodes, s/he is generally not aware of his/her surroundings.

There are many forms of seizures. Some are difficult to discriminate from ordinary, explainable behavior. But, it is important to recognize seizure activity in students. Uncontrolled seizure activity can interfere with health and safety. Accurate information about the events leading up to, during, and after a seizure can be very helpful to attending physicians. Many types of seizures resemble one another in significant ways, but require different treatment. If a particular seizure is observed from its inception, the staff person may be able to provide vital information to doctors.

*The material in the section "The Brain Circuits" on this and the following page was adapted from: Green, Karen, Seizures. Omaha, Nebraska: Meyer Children's Rehabilitation Institute, University of Nebraska Medical Center, 1985.

The "Brain Circuits"*

Green suggests thinking of the brain as a system of electrical circuits like those in a home. It might then be easier to understand how short circuiting in the brain (the seizure) can result in so many different kinds of behavior.

In a home, there may be one fuse that allows electricity to go to the washing machine, another that controls the dishwasher, another for the air conditioner, and still another for the electrical furnace. All the fuses are in one fuse box. If the washer doesn't work, the fuse box is checked for the appropriate fuse. If every appliance in the house goes out, the failure is probably in the master switch.

In the human brain, various parts and functions of the body are controlled by different areas of the brain. The movements of the left arm and left legs, for instance, are controlled by special areas on the right side of the brain. The left side of the brain controls muscles on the rights side of the body. Deep inside the brain toward the base of the skull are the portions of nerve tissues that control consciousness, breathing, circulation, and other basic functions of the body.

Types of Seizures

-Partical or focal seizures are local discharges of erratic electricity in the special areas of the upper brain that affect movement. This is like having trouble with one fuse.

-Generalized seizures start in the deeper centers of the brain that control the whole body and its unconscious functions. This is like all the lights going out due to a malfunction of the master switch.

-Partial seizures begin in an isolated area of the brain, such as the part that controls the left arm and leg. In some partial seizures, as little as a single finger may shake or the mouth may jerk uncontrollably. The person may speak nonsense, be dizzy, or may experience unusual or unpleasant sights, sounds, odors, or tastes, but without losing consciousness. If the disturbances in the brain cells controlling the isolated area is vigorous, the partial seizure may spread and result in a generalized seizure. Thus, a seizure can be generalized right from the start or it can be the last stages of a partial seizure.

-Generalized seizures result from disturbed nerve cells in a part of the brain that affects the entire body. They affect both sides of the body. There may be an intense rigidity of the body followed by jerky alternations of muscle relaxation and contraction. Such seizures may last for several minutes and the person may lose consciousness and turn blue. Usually, the person falls to the floor or slumps over. These types of seizures may be a tonic/clonic (grand mal) seizure.

The Aura. Some persons experience feelings or sensations before a seizure occurs - that is an advance warning of seizure activity. These sensations range from feelings of dread or strong emotions to peculiar or disagreeable tastes or odors. If a person experiences an aura, it should be considered as part of the seizure.

Finally, while most seizures occur because a person has epilepsy, they may be caused by othe conditions including: head injury, brain tumors, high temperatures, drug withdrawal, poisons, snake and insect bites and sunstroke.

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TRANSPARENCIES AND HANDOUTS

CHART/TRANSPARENCY: R&R 1

CHANGING ROLES OF TEACHERS

THEY ARE RESPONSIBLE FOR:

-OBSERVING AND RECORDING DATA ABOUT STUDENT BEHAVIOR

-ASSESSING THE PERFORMANCE LEVEL OF EACH STUDENT

-PARTICIPATING IN THE PREPARATION OF THE INDIVIDUAL EDUCATION PLAN (IEP)

-DEVELOPING INSTRUCTIONAL OBJECTIVES AND INSTRUCTIONAL PROGRAMS FOR EACH STUDENT

-IMPLEMENTING THE INSTRUCTIONAL PROGRAM ALONG WITH PARAPROFESSIONALS AND OTHER PROFESSIONAL PERSONNEL

-EVALUATING THE EFFECTIVENESS OF THE INDIVIDUAL PROGRAMS

-INVOLVING PARENTS IN ALL ASPECTS OF THEIR CHILD'S EDUCATION

-AND

-COORDINATING AND SUPERVISING THE WORK OF PARAPROFESSIONALS AND OTHER SUPPORT STAFF

PARAPROFESSIONALS - A DEFINITION

A PARAPROFESSIONAL IS AN EMPLOYEE:

1) WHOSE POSITION IS EITHER INSTRUCTIONAL IN NATURE OR WHO DELIVERS OTHER DIRECT SERVICES TO STUDENTS AND/OR THEIR PARENTS; AND 2) WHO SERVES IN A POSITION FOR WHICH A TEACHER OR ANOTHER PROFESSIONAL HAS THE ULTIMATE RESPONSIBILITY FOR THE DESIGN, IMPLEMENTATION AND EVALUATION OF INDIVIDUAL EDUCATION PROGRAMS OR RELATED SERVICES AND STUDENT PERFORMANCE.

PARAPROFESSIONALS PROVIDE SERVICES IN THE FOLLOWING AREAS:

-EDUCATIONAL PROGRAMS
-PHYSICAL THERAPY
-OCCUPATIONAL THERAPY
-SPEECH THERAPY
-RECREATION PROGRAMS
-EARLY INTERVENTION AND PRE-SCHOOL PROGRAMS
-SOCIAL WORK/CASE MANAGEMENT
-PARENT TRAINING/CHILD FIND PROGRAMS
-VOCATIONAL TRAINING AND SUPPORTIVE WORK PROGRAMS
-RESIDENTIAL SERVICES

NON-INSTRUCTIONAL DUTIES PERFORMED BY PARAPROFESSIONALS

-BUS DUTY (E.G. ASSISTING DRIVER AND STUDENTS WITH ADAPTIVE EQUIPMENT AND MONITORING PHYSICAL WELFARE OF STUDENTS).

-ACCOMPANYING STUDENTS FROM THE CLASSROOM TO RESOURCE ROOMS AND OTHER PROGRAMS.

-SUPERVISING PLAYGROUNDS, LUNCHROOM AND STUDY HALLS.

-OPERATING AUDIO-VISUAL AND OFFICE EQUIPMENT.

-RECORDING ATTENDANCE, MAINTAINING RECORDS AND OTHER CLERICAL TASKS.

-ASSISTING STUDENTS WITH PERSONAL AND HYGIENIC CARE.

-PREPARING TRAINING MATERIALS, MAINTAINING SUPPLIES.

-SETTING UP AND MAINTAINING SPECIAL CLASSROOM EQUIPMENT AND LEARNING CENTERS.

CHART/TRANSPARENCY: R&R 4

INSTRUCTIONAL DUTIES PERFORMED BY PARAPROFESSIONALS

THE PARAPROFESSIONAL PARTICIPATES AS AN ACTIVE TEAM MEMBER BY:

-INSTRUCTING INDIVIDUAL STUDENTS USING INSTRUCTIONAL OBJECTIVES AND LESSONS DEVELOPED BY THE TEACHER.

-ASSISTING WITH SUPPLEMENTARY WORK FOR STUDENTS AND SUPERVISING INDEPENDENT STUDY.

-REINFORCING LESSONS WITH SMALL GROUPS OF STUDENTS.

-ASSISTING IN EDUCATIONAL DEMONSTRATIONS FOR THE CLASS OR SMALL GROUPS.

-PROVIDING ASSISTANCE WITH INDIVIDUALIZED PROGRAMMED MATERIALS - WRITTEN AND ORAL.

-ADMINISTERING CLASSROOM ASSESSMENT INSTRUMENTS (SPELLING TEST, ETC.); AND SCORING OBJECTIVE TESTS AND PAPERS AND KEEPING APPROPRIATE RECORDS FOR TEACHERS.

-ASSISTING THE TEACHER IN OBSERVING, RECORDING AND CHARTING BEHAVIOR.

-IMPLEMENTING BEHAVIORAL MANAGEMENT STRATEGIES USING THE SAME EMPHASIS AND TECHNIQUES AS THE TEACHER.

-ASSISTING THE TEACHER WITH CRISIS PROBLEMS AND DISCIPLINE.

-ASSISTING WITH THE PREPARATION OF MATERIALS FOR USE IN SPECIFIC INSTRUCTIONAL PROGRAMS.

-ATTENDING IEP MEETINGS AT THE REQUEST OF THE TEACHER OR ADMINISTRATIVE PERSONNEL

PROFESSIONAL AND ETHICAL RESPONSIBILITIES FOR PARAPROFESSIONALS

THEY MUST:

-MAINTAIN CONFIDENTIALITY

-PROTECT AND PROMOTE STUDENTS' RIGHTS TO:

- DUE PROCESS
- DIGNITY
- PRIVACY
- RESPECT

-DEMONSTRATE:

-HONESTY

-LOYALTY

-DEPENDABILITY

-RESPONSIBILITY AND ACCOUNTABILITY FOR HIS/HER OWN ACTIONS

-COOPERATION

-WILLINGNESS TO LEARN

CHART/TRANSPARENCY: R&R 6

CONFIDENTIALITY

1. WHY MUST CONFIDENTIALITY BE MAINTAINED? IT IS THE LAW: BOTH FEDERAL LAW (P.L. 94-L42) AND STATE REGULATIONS REQUIRE IT

2. WHO MAY HAVE ACCESS TO WRITTEN OR ORAL INFORMATION ABOUT STUDENTS OR THEIR FAMILIES?

   - ONLY PEOPLE WHO ARE RESPONSIBLE FOR THE DESIGN AND DELIVERY OF SERVICE

3. WHO SHOULD NOT HAVE ACCESS TO INFORMATION ABOUT A STUDENT

   - TEACHERS OR SCHOOL ADMINISTRATORS AND OTHER PERSONNEL NOT RESPONSIBLE FOR PLANNING OR PROVIDING SERVICES TO A STUDENT OR HIS/HER FAMILY

   - WELL MEANING FRIENDS, NEIGHBORS OR ACQUAINTANCES

4. WHAT INFORMATION DO STUDENTS AND THEIR FAMILIES HAVE THE RIGHT TO TO BE KEPT PRIVATE?

   - THE RESULTS OF FORMAL AND INFORMAL ASSESSMENTS

   - SOCIAL AND BEHAVIORAL ACTIONS

   - PERFORMANCE LEVELS AND PROGRESS

   - PROGRAM GOALS AND OBJECTIVES

   - FINANCIAL AND OTHER PERSONAL AND FAMILY INFORMATION

The purpose of this exercise is to examine the roles and responsibilities of teachers and paraprofessionals.

Directions
Option 1 - Review the attached list of instructional duties with the members of your group. Discuss each item and determine who should perform each task. Is it the teacher or the paraprofessional, or should it be a shared responsibility?
Option 2 - Use this list as a basis for a discussion with the teacher you work with to clarify your roles and duties in the classroom.

THE TEACHER AND PARAPROFESSIONAL TEAM

	WHOSE RESPONSIBILITY		
TASK	TEACHER	PARAPROFESSIONAL	SHARED
1. Assessing functioning levels of individual students.			
2. Diagnosing learning problems.			
3. Selecting conditions and criteria for instructional objectives.			
4. Writing instructional objectives.			
5. Planning behavior management strategies for the class and individual students.			
6. Implementing behavior management strategies and techniques.			
7. Planning daily lessons.			
8. Setting classroom rules and structure.			
9. Initiating instruction.			
10. Reviewing lessons.			
11. Working with entire class.			

THE TEACHER AND PARAPROFESSIONAL TEAM

TASK	WHOSE RESPONSIBILITY		
	TEACHER	PARAPROFESSIONAL	SHARED
12. Tutoring individual students.			
13. Approving the use of, or discarding instructional material.			
14. Demonstrating materials or methods.			
15. Assessing value of instructional materials.			
16. Using adaptive equipment.			
17. Assessing effectiveness of individual lessons or teaching strategies.			
18. Reporting to parents on their child's progress.			
19. Planning bulletin boards.			
20. Arranging field trips.			
21. Observing and recording data.			
22. Participating in IEP meetings.			
23. Providing information for the IEP process.			
24. Inventorying and maintaining supplies and records.			
25. Referring a student for formal assessment, counseling, or another related service.			

A PERFORMANCE/SKILLS INVENTORY FOR PARAPROFESSIONALS

Directions

-This is NOT a test! There are no right or wrong answers. This Inventory is a tool you can use to evaluate your strengths and weaknesses as a member of the instructional team or in another programmatic area e.g. physical, occupational, or speech therapy assistant, vocational or rehabilitation assistant and other categories of paraprofessional workers who provide direct services to students. It is designed to assist you in determining the areas where training is needed to help you improve your contributions to the educational team. Many of the skills in this inventory are used by all paraprofessionals no matter what program or setting they work in. So while some of the items refer to "the teacher" you may want to think in terms of "my supervisor".

-Circle the number to the right of each item which best describes the way you work as a paraprofessional. Remember, the duties assigned to you or the way you carry them out may be affected by several factors including your own attitudes, job descriptions and rules and regulations of your school district, the needs of the students, and the attitudes and expectations of the teacher about appropriate roles and duties for paraprofessionals. THEREFORE, keep the requirements of your job in mind as you complete the inventory.

-The first section of the Inventory will help you assess your skills in the various components of the instructional process. Part two will allow you to evaluate your communication and problem solving skills, and part three will enable you to assess your ability to follow the professional, legal and ethical standards of conduct established by the district for all employees.

THE INSTRUCTIONAL PROCESS

A. Observing and Recording Data

As a paraprofessional, to what extent do you:

	never		sometimes		regularly
1. Observe what a student is doing without guessing at the reasons for the action?	1	2	3	4	5
2. Observe what a student is doing without judging whether the action is good or bad?	1	2	3	4	5
3. Describe a student's behavior in observable terms?	1	2	3	4	5

	never		sometimes		regularly
4. State a student's strengths and weaknesses in behavioral terms?	1	2	3	4	5
5. Use behavior checklists or other instruments for recording student behavior?	1	2	3	4	5

B. Instructional Objectives

As a paraprofessional, to what extent do you:

	never		sometimes		regularly
1. Record observable behavior?	1	2	3	4	5
2. Distinguish between a "long-range objective" and a "short-term" objective?	1	2	3	4	5
3. Implement instructional objectives developed by the teacher?	1	2	3	4	5
4. Write instructional objectives including the following components: the behavior, the condition, and the criteria?	1	2	3	4	5
5. Select, with the assistance of the teacher, appropriate objectives based on a functional assessment of a student's performance?	1	2	3	4	5

C. Task Analysis

As a paraprofessional, to what extent do you:

	never		sometimes		regularly
1. Analyze a task and break it into its most important sub-steps?	1	2	3	4	5
2. Arrange the sub-steps into a logical teaching sequence?	1	2	3	4	5
3. Observe a student's response and modify the teaching steps appropriately (omitting or adding sub-steps as appropriate)?	1	2	3	4	5

D. Instructional Strategies

As a paraprofessional, to what extent do you:

	never		sometimes		regularly
1. Follow the lesson plans developed by the teacher for the entire class or individual students?	1	2	3	4	5
2. Prepare materials prior to the lesson?	1	2	3	4	5
3. Isolate and teach one concept at a time?	1	2	3	4	5
4. Give clear concise directions to the class or student?	1	2	3	4	5
5. Provide prompts/cues when necessary or modeling the expected behavior?	1	2	3	4	5
6. Fade prompts and cues?	1	2	3	4	5
7. Use age appropriate reinforcement strategies?	1	2	3	4	5
8. Ignore inappropriate behavior?	1	2	3	4	5
9. Follow consistently the behavior management and disciplinary strategies developed by the teacher?	1	2	3	4	5
10. Encourage and allow adequate time for the student(s) to respond?	1	2	3	4	5
11. Report the results of the lesson/ strategy to the teacher in objective/ behavioral terms?	1	2	3	4	5

II. PROFESSIONAL, LEGAL AND ETHICAL RESPONSIBILITIES

As a paraprofessional, to what extent do you:

	never		sometimes		regularly
1. Arrive punctually or alert appropriate personnel in timely fashion if you will be absent?	1	2	3	4	5
2. Observe work rules and procedures established for all district personnel?	1	2	3	4	5
3. Assume responsibility for your own actions?	1	2	3	4	5
4. Cooperate and work with the teacher and other educational personnel?	1	2	3	4	5
5. Demonstrate a willingness to learn new skills?	1	2	3	4	5
6. Maintain confidentiality of student records and other personal information both written or oral?	1	2	3	4	5
7. Promote and protect the rights of students to due process, privacy and dignity?	1	2	3	4	5
8. Promote the safety and well being of students e.g. reporting cases of suspected abuse to the teacher or other designated personnel?	1	2	3	4	5

III. COMMUNICATION AND TEAM PARTICIPATION

As a paraprofessional, to what extent do you:

	never		sometimes		regularly
1. Learn and use the teaching strategies, disciplinary and behavior management techniques, and the rules and structure the teacher prefers to use in the classroom?	1	2	3	4	5

	never		sometimes		regularly
2. Follow instructions and directions from your supervisor?	1	2	3	4	5
3. Ask for assistance if you do not understand the directions?	1	2	3	4	5
4. Follow the chain of command established by the district?	1	2	3	4	5
5. Let the teacher know about special interests, experiences, and talents you may have that will contribute to implementing instructional programs for individual students?	1	2	3	4	5
6. Make a point or share an idea clearly and concisely by using positive methods of communication?	1	2	3	4	5
7. Identify your verbal and non-verbal reactions that may have a negative impact on your ability to communicate effectively with other people?	1	2	3	4	5
8. Meet regularly with the teacher for the purpose of planning and discussing problems in the classroom - including personal, technical and administrative problems?	1	2	3	4	5
9. Determine the cause of job related problems and identify "real" problems?	1	2	3	4	5
10. Consider alternative solutions to the problems?	1	2	3	4	5
11. Test solutions to determine if they work?	1	2	3	4	5
12. Use effective non-verbal skills to communicate with the teacher in the classroom?	1	2	3	4	5

HANDOUT: R&R 3

CHANGING ROLES OF TEACHERS

They are responsible for:

-Observing and recording data about student behavior;

-Assessing the performance level of each student;

-Participating in the preparation of the individual education plan (IEP);

-Developing instructional objectives and instructional programs for each student;

-Implementing the instructional program along with paraprofessional and other professional personnel;

-Evaluating the effectiveness of the program;

-Involving parents in all aspects of their child's education; and

-Coordinating and supervising the work of paraprofessional and other support staff.

HANDOUT: R&R -4

PARAPROFESSIONALS: A DEFINITION

A paraprofessional is a person:

1) Whose position is either instructional in nature or who delivers other direct services to students and/or their parents; and 2) who serves in a position for which a teacher or another professional has ultimate responsibility for the design and implementation of individual education programs and related services.

They provide services in the following programmatic areas: educational programs, physical therapy, occupational therapy, speech therapy, recreation programs, early intervention and pre-school programs, social work/case management, parent training/child find programs, and vocational training programs and job coaching.

HANDOUT: R&R 5

NON-INSTRUCTIONAL DUTIES PERFORMED BY PARAPROFESSIONALS

-Bus duty (e.g. assisting driver and students with adaptive equipment and monitoring physical welfare of students);

-Accompanying students from the classroom to resource rooms and other program;

-Supervising playground and lunchroom;

-Operating audio-visual and office equipment;

-Recording attendance, maintaining records and other clerical tasks;

-Assisting students with personal and hygienic care;

-Preparing training materials and maintaining supplies;

-Setting up and maintaining special classrom equipment and learning centers.

HANDOUT: R&R 6

INSTRUCTIONAL DUTIES PERFORMED BY PARAPROFESSIONALS

The paraprofessional participates as an active team member by:

-Instructing individual students using instructional objectives and lessons developed by the teacher;

-Assisting with supplementary work for students and supervising independent study;

-Reinforcing lessons with small groups of students;

-Providing assistance with individualized program materials - written and oral;

-Administering classroom assessment instruments (spelling test, etc.); and scoring objective tests and written papers and keeping appropriate records for teachers;

-Assisting the teacher in observing, recording and charting behavior;

-Implementing behavioral management strategies - using the same emphasis and techniques as the teacher;

-Assisting the teacher with crisis problems and discipline;

-Assisting with the preparation of materials for use in specific instructional programs;

-Attending IEP meetings at the request of the teacher or administrative personnel

HANDOUT: R&R 7

PROFESSIONAL AND ETHICAL RESPONSIBILITIES FOR PARAPROFESSIONALS

A paraprofessional must:

-Maintain confidentiality;

-Protect and promote student's rights to: due process, dignity, privacy and respect;

-Demonstrate: honesty, loyalty, dependability, responsibility and accountability for own actions, cooperation and willingness to learn

HANDOUT: R&R 8

CONFIDENTIALITY

1. Why must confidentiality be maintained? It is the law: Federal law (P.L. 94-142) and state regulations require it.

2. Who may have access to written or oral information about students or their families?

   -Only people who are responsible for the design, preparation and delivery of education and related services

3. Who should not have access to information about a student's performance level, behavior, program goals and objectives or progress?

   -Teachers, therapists or other school personnel and co-workers not responsible for planning or providing services to a student or his/her family

   -Well meaning friends, neighbors or acquaintances

4. What information do students and their families have the right to expect privacy about?

   -The results of formal and informal assessments

   -Social and behavioral actions

   -Performance levels and progress

   -Program goals and objectives

   -Financial and other personal/or family information

CONFIDENTIALITY - SITUATION ONE

Cue Sheet for Lurleen Thomas, Paraprofessional

Directions

1. You will receive the Background of the situation and ONLY your own cues so that your responses can be more spontaneous.
2. The Background section will be read by the trainer, or a narrator, to the audience in order to give them a frame of reference for the role play.
3. Read the Background section and study the cues that are given for the character you will play to determine how that person would behave in that situation.
4. Act out the scene by reacting to the other role player's statments, and also in light of how you feel the situation should best be handled and ended.

The Background

Lurleen Thomas is a paraprofessional in a special education classroom of fifteen boys and girls, six to eight years of age, who have physical problems. She has held this job for about five years and loves it. She is proud that her work has been recognized as being very good, and equally proud that her co-workers have praised her professional attitude on several occasions.

-The Reverend Timothy Smith is a young, new minister at the local church who has made counselling youth and parents a part of his ministry. This is a new "service" for the community because the last pastor was quite elderly and did not provide this type of service.

-Lurleen has become involved with the church and on this day is attending a church supper. Reverend Smith has come to her table and sits down to talk with her. Lurleen has only spoken to hime at the end of Sunday services, so she doesn't know him very well.

-From a conversation she had with Stanly Price's mother, one of the children in her class, she knows that the Price's have been receiving counselling from the Reverend Smith.

-Reverend Smith greets Lurleen and she responds cordially.

Cues for Lurleen

-Greet the Reverend by saying, "good evening". "Call me Lurleen." Make small talk about the food, the weather, the good turnout.

-When he asks you how Stanley is getting along in school, say "fine", and try to change the subject.

-When he asks whether parental problems are affecting Stanley's work, be vague in your response. Say something about more food, or seeing someone you know and get up from the table. He may try to get your attention again and then tell you he only wants to help the family.

-How will you now deal with this situation? Should you talk about your ethical and legal responsibilities? Should you become hostile and be unwilling to discuss the situation at all? Should you talk about the similarities of the right to confidentiality between the clergy and members of the church and the teacher and student?

-How will you get out of this situation without offending the well-meaning minister and still maintain your professional standards?

CONFIDENTIALITY - SITUATION ONE

Cue Sheet for Reverend Timothy Smith, Pastor of local Church

Directions

1. You will receive the Background of the situation and ONLY your own cues so that your respones can be more spontaneous.
2. The Background section will be read by the trainer, or a narrator, to the audience in order to give them a frame of reference for the role play.
3. Read the Background section and study the cues that are given for the character you will play to detemine how that person would behave in that situation.
4. Act out the scene by reacting to the other role player's statements and also in light of how you feel the situation should best be handled and ended.

The Background

Lurleen Thomas is a paraprpofessional in a special education classroom of fifteen boys and girls, six to eight years of age, who have physical problems. She has held this job for about five years and loves it. She is proud that her work has been recognized as being very good, and equally proud that her co-workers have praised her professional attitude on several occasions.

-The Reverend Timothy Smith is a young, new minister at the local church who has made counselling youth and parents a part of his ministry. This is a new "service" for the community because the last pastor was quite elderly and did not provide this type of service.

-Lurleen has become involved with the church and on this day is attending a church supper. Reverend Smith has come to her table and sits down to talk with her. Lurleen has only spoken to him at the end of Sunday services, so she doesn't know him very well.

-From a conversation she had with Stanley Price's mother, one of the children in her class, she knows that the Price's have been receiving counselling from the Reverend Smith.

-Reverend Smith greets Lurleen and she responds cordially.

Cues for Reverend Smith

-Sit opposite or next to Lurleen. Greet her as Ms. Thomas. Be pleased she has asked you to use her first name. Indulge in small talk about the food, the congregation turn-out, the weather - where's she from, etc.

-Talk about how you feel about the church, family and community. Tell about your pastoral studies and interest in counselling and in psychology.

-Ask her about Stanley Price, one of the students in her class - how's he doing? Do the problems of the parents affect him? How does he feel about his parents, about yourself?

If she refuses, try to get her to give you information by pleading "you only want to help the family." If she gets up to go, gently take her arm and get her to sit down again - if you can.

-How will you react to her recalcitrance? What strong arguments can you make for getting this information? How will you resolve this impasse so she'll continue to come to church?

CONFIDENTIALITY - SITUATION TWO

Cue Sheet for David Franco, Paraprofessional

Directions

1. You will receive the Background of the situation and ONLY your own cues so that your responses can be more spontaneous.
2. The Background section will be read by the trainer, or a narrator, to the audience in order to give them a frame of reference for the role play.
3. Read the Background section and study the cues that are given for the character you will play to determine how that person would behave in that situation.
4. Act out the scene by reacting to the other role player's statements and also in light of how you feel the situation should best be handled and ended.

The Background

-David Franco is a paraprofessional who works in a public school Vocational Education Program with adolescents from fifteen to eighteen years old. Dave has been on the job about six months, and during that time has learned to like and respect the students in the program as well as the staff members he has met.

-About a week ago, Dave's "wheels" gave out and he was finding it difficult to get to work, short of leaving at dawn, because the sub-division where he lives is just outside the city, and bus service, and connections, are really limited. In a conversation with Mr. Roberts the teacher of the class where he is assigned, he learned that the vice-principal of the school lives in his neighborhood. Mr. Roberts said he'd speak to Mr. Connelly the V.P., and ask him if Dave could ride with him temporarily until his car was repaired, in another week or so. And so it was arranged that Mr. Connelly would pick Dave up and drop him off. This is now the afternoon of the second day that they have been riding together and they are on their way home.

Cues for David Franco

-You are appreciative of the fact that Mr. Connelly has been picking you up. Let him know this, and tell him that your car will be ready this weekend. React to Connelly's statement about having been in "the school business" for thirty years.

-Decide how you will react when he talks negatively about special education.

-Remember you need rides for three more days.
How will you react when he talks about your fellow special educators?

-What will you say when he asks for information about a particular student?

-You should keep your cool at all times, but you may want to show signs of discomfort to the audience.

-How will you resolve this "problem" today, since you must rely on his good will for at least three more days AND he is the Vice Principal.

CONFIDENTIALTY - SITUATION TWO

Cue Sheet for Joe Connelly, A Vice Principal

Directions

1. You will receive the Background of the situation and ONLY your own cues so that your responses can be more spontaneous.
2. The Background section will be read by the trainer, or a narrator, to the audience in order to give them a frame of reference for the role play.
3. Read the Background section and study the cues that are given for the character you will play to determine how that person would behave in that situation.
4. Act out the scene by reacting to the other role player's statements and also in light of how you feel the situation should best be handled and ended.

The Background

-David Franco is a paraprofessional who works in a public school Vocational Education Program with adolescents from fifteen to eighteen years old. Dave has been on the job for about six months, and during that time has learned to like and respect the students in the program as well as the staff members he has met.

-About a week ago, Dave's "wheels" gave out and he was finding it difficult to get to work, short of leaving at dawn, because the sub-division where he lives is just outside the city, and bus service, and connections are really limited. In a conversation with Mr. Roberts the teacher of the class where he is assigned, he learned that the vice-principal of the school lives in his neighborhood. Mr. Roberts said he'd speak to Mr. Connelly the V.P., and ask him if Dave could ride with him temporarily until his car was repaired, in another week or so. And so it was arranged that Mr. Connelly would pick Dave up and drop him off. This is now the afternoon of the second day they have been riding together and they are on their way home.

Cues for Joe Connelly

-Accept David's appreciation graciously. Let him know that this is your pleasure - NO problem - NO great shakes, etc.
Casually mention that this year marks your 30th year in the school business - and that's what it is today, and that's what's wrong with it. Too much money, you say, is spent on special programs, special books, special kids! TOO Much. Listen to Dave's responses.

-Tell him you've seen this special stuff come and go - and you've seen special education kids come and go. And they mostly just go! You've never seen any of them amount to anything anyway.

-Listen and react to Dave's responses.
These kids, you can say, are nothing but trouble makers, who come from and back to troubled homes, no matter what you do.

-Ask Dave to tell you about Bill Green who is sixteen and who is in Dave's class. You think he is a trouble maker because you saw him tear up papers and throw them in the hall and then refuse to pick them up.
React to his statments.

-Tell him you're concerned because you've also seen him come on pretty strong to that sweet little Christine Sawyer. React to his statements.

-Ask him why the special education staff doesn't keep tighter controls? Why do they coddle the kids? After all, you say, that's what they're paid to do - watch them. Why don't they do this, you want to know.
Don't let Dave get off the hook. You want to know about this Green kid!
Arrive, however, at some mutual truce before you say "we're home".

THE PARAPROFESSIONAL AND THE COMMUNITY

Cue Sheet for Gertrude Baker, A Paraprofessional

Directions

1. You will receive the Background of the situation and ONLY your own cues so that your responses can be more spontaneous.
2. The Background section will be read by the trainer, or a narrator, to the audience in order to give them a frame of reference for the role play.
3. Read the Background section and study the cues that are given for the character you will play to determine how that person would behave in that situation.
4. Act out the scene by reacting to the other role player's statement and also in light of how you feel the situation should best be handled and ended.

The Background

-One important part of a paraprofessional's job is to provide a link between the classroom in which s/he works and the community. In many cases, because the paraprofessional lives in the community s/he has much stronger linkages and personal ties with the parents, than does the teacher.

-Gertrude Baker is thirty-three years old. She holds a job as a paraprofessional in a special education class in the local school district. She has been employed for the past four years in a class serving students who are labeled educable mentally retarded. She performs many instructional activities under the direction of the teacher. Gertrude has had the pleasure of seeing one class that she worked with graduate. Several persons from that class are now working in the community.

-At this point, Gertrude is in the yard of her home pruning a hedge that separates her yard from her neighbors, the Schafers. Mr. Schafer, or Arnie as everyone calls him, has been retired for the past seven years. Prior to his retirement, he worked for the Great Widget Company, a large firm in the same town. Mr. Schafer comes over to the hedge and starts passing the time of day with Mrs. Baker.

Cues for Gertrude Baker

-When Arnie begins the chatting, respond by saying "Well, good morning to you, too, Arnie."
Continue with "small talk" - about the time of year, your garden, his garden.

-If he says something about how well your property is taken care of, respond favorably. State, perhaps that it's good to have a nice Saturday for a change to catch up on the outside, etc.
Decide how to respond when he begins to talk about frivolous bond issues, high taxes, etc. Listen to all the points he is bringing up.

-Decide how to best relate, and may be convince Arnie, of the value of Special Education and why it is important to the community.
Be positive in your language approach. Try not to become hostile or aggressive. Plan your arguments.

THE PARAPROFESSIONAL AND THE COMMUNITY

Cue Sheet for Arnold Schafer, A retired resident

Directions

1. You will receive the Background of the situation and ONLY your own cues so that your responses can be more spontaneous.
2. The Background section will be read by the trainer, or a narrator, to the audience in order to give them a frame of reference for the role play.
3. Read the background section and study the cues that are given for the character you will play to determine how that person would behave in that situation.
4. Act out the scene by reacting to the other role player's statements and also in light of how you feel the situation should best be handled or ended.

The Background

-One important part of a paraprofessional's job is to provide a link between the classroom in which s/he works and the community. In many cases, because the paraprofessional lives in the community, s/he has much stronger linkages and personal ties with the parents, than does the teacher.

-Gertrude Baker is thirty-three years old. She holds a job as a paraprofessional in a special education class in the local school district. She has been employed for the past four years in a class serving students who are labeled educable mentally retarded. She performs many instructional activities under the direction of the teacher. Gertrude has had the pleasure of seeing one class that she worked with graduate. Several persons from that class are now working in the community.

-At this point, Gertrude is in the yard of her home pruning a hedge that separates her yard from her neighbors, the Schafers. Mr. Schafer, or Arnie as everyone calls him, has been retired for the past seven years. Prior to his retirement, he worked for the Great Widget Company, a large firm in the same town. Mr. Schafer comes over to the hedge and starts passing the time of day with Mrs. Baker.

Cues for Arnie Schafer

-You begin the role play. Say, "Hi, Mrs. Baker, good morning." You should say something about how well she is handling the pruning shears; converse about the weather, the time of the year, her garden, your garden, about how well she is keeping up her property. (Listen and respond when necessary.)

-Initiate a new topic by saying, "Speakng of Property....." then enter into a tirade about reading in the paper about the school, a new bond issue for a new building. Say they probably want more money for special education classes. Tell her they're a waste of time and taxpayer's money. Say that you know s/he is working in Special Education, but!!!

-Go on about property taxes rising again and all for nothing: the newpapers tell me kids still can't read. They are spending taxpayer's money trying to teach kids who can't learn anyway - just like that bunch that you have. Say "Ahhh - what's this world coming to."

-Listen to Mrs. Baker's arguments, and try to logically, and maybe illogically defeat them. In the end, you may admit that some of the things she says are right. You may want to suggest that you have more talks like this. Then bid her a friendly, "Well, good morning neighbor."

CHART/TRANSPARENCY: C/TB -1

LISTENING PROBLEMS

- ATTENTION
- ENVIRONMENT
- BIAS

LISTENING AIDS

- BE RECEPTIVE
- CONCENTRATE
- BECOME INVOLVED
- ASK QUESTIONS
- PREPARE TO LISTEN

POSITIVE COMMUNICATION AND TEAM BUILDING

Situation One

Cue Sheet for Role Player One - Rose Carter, paraprofessional

Directions:

1. You will receive ONLY the Background and Cues for the role play you are assuming so you can be more spontaneous.
2. The Background for the situation will be read to the audience (by the trainer or a volunteer narrator) to give them a frame of reference for the role play.
3. You will do the role plays in two parts. Each part should last no longer than three minutes. Part One should show how the situation described can cause the problem to continue or escalate. Part Two should show how using positive communication techniques can strengthen the work of the team and lead to a positive resolution of the problem.
4. While waiting for Mrs. Anderson to begin, fuss with your pocketbook, or notebook, or pens, etc.

Background

This is Rose Carter's first job as a paraprofessional. She is a highly motivated person. She wants to be successful in her job and really wants to help children learn. Rose is used to doing a lot of work - she thrives under pressure - but since this is a new position for her, she would like to get clear directions and instruction so that she would know that she is doing it right. Mrs. Anderson, the teacher, has worked for five years with another another paraprofessional who was getting a BA in Education, and is now a teacher.

Cues-for Rose Carter - Part A

You have worked for five years as a secretary to a social worker. You have a diploma from a commerical high school. Your niece has Cerebral Palsy, and you have long been interested in helping kids with problems to learn. So being a "para" is what you want to be and the district provided the opportunity. You took a cut in salary to do this. You have had a minimal amount of training by the district. "Mrs. Anderson, the teacher, is really something else," is what your fellow paraprofessionals are saying - and you agree. She makes all sorts of demands - but never tells you how or why to do them. When she does "show and tell" she treats you like one of the children. Sometimes when you ask a question, she gives you a good answer; at other times, she's real snippy. So you try to avoid even talking to her; you have even called in sick on two different days, when you really weren't. (In your last job, you were never out for illness in five years!). You've bottled all of this up, and your stomach is churning all day - and all night. Today, Mrs. Anderson has asked you to meet her after school "to discuss your performance." How will you react to her observations. Do not let her get away with anything. This is going to be your day!

Cues for Rose Carter - Part B

Play the scene again, but this time have an exchange of ideas. You can point out that you do not have the educational background that Kim Bartlett had. Be honest about how you feel - Make "I" statements. Do not cast all the blame on her. Admit to some faults yourself. Arrive at a working solution.

Situation One

Cue Sheet for Role Player Two - Mrs. Anderson, Teacher

Directions:
1. You will receive ONLY the Background and Cues for the role you are assuming so you can be more spontaneous.
2. The Background for the situation will be read to the audience (by the trainer or a volunteer narrator) to give them a frame of reference for the role play.
3. You will do the role plays in two parts. Each part should last no longer than three minutes. Part One should show how the situation described can cause the situation to continue or escalate. Part Two should show how using positive communication techniques can strengthen the work of the team and lead to a positive resolution of the problem.
4. Mrs. Anderson will begin the role play.

Background

This is Rose Carter's first job as a paraprofessional. She is a highly motivated person. She wants to be successful in her job and really wants to help children learn. Rose is used to doing a lot of work - she thrives under pressure - but since this is a new position for her, she would like to get clear directions and instruction so that she would know that she doing it right. Mrs. Anderson, the teacher, has worked for five years with another paraprofessional who was getting a BA in Education, and is now a teacher.

Cues-for Mrs. Anderson - Part A

You have a new para in your class! She is just not up to snuff. She certainly is no Kim Bartlett. Gosh, those were five good years! You wish her luck as a teacher. But this Rose Carter is something else! You will let her know she is something else at the meeting today. No matter what you ask her to do, she expects chapter and verse - can't she think anything out by herself? So at times, you give it to her almost like a task analysis - and she doesn't like it! So, no matter how you do it, it's wrong for her. But really, she never asks the right kind of questions - what background and training has she had anyway? And why is she a para, when she is a good secretary? And then to call in sick! When my friend saw her downtown shopping! What has happened to honesty? If she wanted to go shopping, I could have let her go during lunch hour. All she had to do was ask. At any rate, today I'll get this all off my chest. Look at her! Fiddling with her things! "Rose - for heaven's sake stop playing and let's sit and talk about how you've been working out." Don't let her mealy mouth her way out of this - If she gets angry, well - so should you. Clear the air your way.

Cues for Mrs. Anderson - Part B

Replay the scene, but this time try to find out why she behaves so much like a student. Find out why she called in sick when she wasn't. Let her know you know the truth, but present it in a sympathetic, ready to listen fashion. Admit that you thought she had more educational training in her background - you can apologize for your behavior. Ask for her views of the problem, give yours and then discuss positive ways they can be handled. Arrive at a positive solution.

Situation Two

Cue Sheet for Role Player One - Anna Reilly, Paraprofessional

Directions:

1. You will receive ONLY the Background and Cues for the role you are assuming so you can be more spontaneous.
2. The Background for the situation will be read to the audience (by the trainer or a volunteer narrator) to give them a frame of reference for the role play.
3. You will do the role plays in two parts. Each part should last no longer than three minutes. Part One should show how the situation described can cause the problem to continue or escalate. Part Two should show how using positive communication techniques can strengthen the work of the team and lead to a positive resolution of the problem.

Background

Anna Reilly is a paraprofessional in a classroom for students with profound and multiple disabilities. Many of the students are physically large, are incontinent, and require diaper changes. Karla Murphy, the classroom teacher, has made the paraprofessional responsible for this task and other onerous duties. Ms. Murphy is now re-writing IEPs and has asked Anna to be there to assist.

Cues-for Anna Reilly - Part A

This is the living end! Ms. zzz Murphy has dumped all the crummy jobs onto you - especially the diaper changing. The goals for most of the students, include toilet training as part of their IEPs. And if it is an instructional objective, then the teacher should also be involved. Didn't she write it? Shouldn't she see how it's happening? Why should she leave it to you to tell her if it's working or not? You don't mind doing some of the changes, but not all of them. Isn't some of this her job? You've got to get this out of your system because it's negatively coloring the way you are doing the other tasks in the classroom. So today at our meeting, she's going to get it - full blast.

Cues for Anna Reilly - Part B

Replay the scene, but this time try to find out why she has given all the "dirty" jobs to you - the diapers, the mopping, and other household chores. Tell her how angry you are about it, and that you want to talk about it to find out what the story is. She may try to hedge - but try to keep her on the track. Do not become aggressive. Maintain your cool at all times. What you want is some sharing of the "dirty" tasks, or a reasonable explanation for your going it alone.

Situation Two

Cue Sheet for Role Player Two - Karla Murphy, Teacher

Directions:

1. You will receive ONLY the Background and Cues for the role you are assuming so you can be more spontaneous.
2. The Background for the situation will be read to the audience (by a trainer or a volunteer narrator) to give them a frame of reference for the role play.
3. You will do the role plays in two parts. Each part should last no longer than three minutes. Part One shoiuld show how the situation described can cause the problem to continue or escalate. Part Two should show how using positive communication techniques can strengthen the work of the team and lead to a positive resolution of the problem.

Background

Anna Reilly is a paraprofessional in a classroom for students with profound and multiple disabilities. Many of the students are physically large, are incontinent, and require diaper changes. Karla Murphy, the classroom teacher, has made the paraprofessional responsible for this task and other onerous duties. Ms. Murphy is now re-writing IEPs and has asked Anna to be there to assist.

Cues for Karla Murphy - Part A

You have noticed a certain resentment recently in Anna Reilly's behavior; it is evident when she now calls you Mzzz Murphy - you'll have to tell her to stop because it bothers you. You are having a meeting with her today because you are going to re-write some instructional objectives for students, and you need and value her input. Maybe you should tell her so - may be you should admit you should have done so before. At any rate, the air has to be cleared - and you decide to use those words specifically. So start the meeting by discussing how great it is to have her working with you and take it from there. If she becomes hostile, match her aggressive behavior.

Cues for Karla Murphy - Part B

Replay the scene by being open and honest as your orginally were. Answer only hostile remarks by soft persuasive answers. Do Not let her rile or ramble you. You may want to get her to stop saying Mzzzz because it disturbs you when said that way. Make sure she realizes how valuable she is. You may even decide to do some diapering.

A LOOK AT POSITIVE BEHAVIOR*

Positive, assertive behavior allows an individual to stand up for his or her legitimate rights. It involves the ability to express thoughts and feelings in an honest, straightforward fashion that shows respect for the other person.

Assertive individuals feel good about themselves and may exhibit the following characteristics:

- capable of expressing both positive and negative feelings and opinions
- have no need to rely on "little white lies"
- are open, willing to take risks and are responsible for their own behavior
- actively engage in meeting their needs without relying on other people, fate, or good luck.

VERBAL components of positive behavior include:

- a firm and clear voice
- expressing feelings and beliefs honestly and directly
- standing up for one's legitimate rights
- expressing respect and empathy for others
- use of "I" statements
- taking the initiative in interpersonal encounters
- offering alternatives

NONVERBAL components of positive behavior include:

- good eye contact
- appropriate facial expression
- relaxed and natural posture
- an air of confidence
- maintaining appropriate distance from the other person

Being assertive does not mean acting assertively ALL the time. At times, the assertive individual may choose to be a clown, a scholar, a playful kid, or a sensuous man or woman. A person who has truly integrated assertive skills is able to choose how he or she will behave. Assertive persons realize that they are not perfect and allow themselves the freedom to make mistakes.

Acting assertively often involves taking risks and does not quarantee "Getting your own way." It does, however, help an individual feel good about him/herself and gives that person a sense of power and control over his/her own world.

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*Adapated from: Catherine M. Steel, and Janice M. Hochman, "Assertion Skill Training: A Group Procedure for High School Women" American Personnel and Guidance Association

BASIC STRATEGIES FOR CLEAR COMMUNICATION BETWEEN THE TEACHER/PARAPROFESSIONAL

There are a number of elements that must be present in any situation to insure clear channels of communication. Some are commonplace and generally well known. Others are things we take for granted and if the members of the team are not careful and do not pay attention positive communication can be inhibited. For example:

- The attitude and feelings of both the teacher and paraprofessional need to be known, respected, and understood. Teachers and paraprofessionals need to deal openly with their attitudes and feelings toward their roles and duties, their attitudes toward the students they work with, their attitudes toward instructional styles and management and their attitudes toward the value of the other person's contributions. When feelings are not shared and openly communicated the nature of the relationship will not grow and the team will not be effective.

- An understanding of the similiarities and differences between the people involved in the team must be recognized and understood ranging from different points of view about educational strategies to different values, different cultural and religious heritages, different levels of education and experience and other factors that affect the working relationship.

- The teacher and paraprofessional should actively seek to develop and share a common vocabulary and system of non-verbal cues.

- The teacher must make sure that directions and expectations are clearly understood and that the paraprofessional is able to perform the assigned task prior to implementating the activity in the classroom.

- The paraprofessional must be willing to ask for clarification or assistance if the assignment is not understood.

- The teacher should determine what special interests, talents, and training the paraprofessional has that will complement and enhance his/her own skills and improve the delivery of instructional programs to students.

- The team must actively work to create a climate of cooperation, trust, respect, and loyalty by meeting regularly to discuss procedures and techniques that will establish and maintain open channels of communication.

INTER-PERSONAL PROBLEM SOLVING

I. DEFINE:

- The problem as one person sees it
- The problem as the other person sees it
- Develop a common or shared definition

II. ASK:

- Who is involved
- How are they involved
- Why does the problem exist
- What behaviors/attitudes of either person cause or contribute to the problem

III. LIST:

- Areas of mutual agreement concerning problems
- Areas of disagreement
- The barriers to finding a solution

IV. DEVELOP:

- A desired goal
- A solution(s) by brainstorming various ideas
- A list of resources, information or assistance that will help you achieve the goal

V. IMPLEMENT:

- The solution for a specific time period and evaluate the effectiveness of the solution
- If necessary select and implement another alternative

CASE STUDY ONE

Paraprofessional

I am Anne Newsome and I have been working as a paraprofessional in special education programs for the past three months. I have a high school diploma and was married soon after I graduated. My two children are now in high school and I decided to get a job to supplement our income so that they can go to college. I really like working with children and have been active in the elementary school PTA, was a Girl Scout Leader and taught in our local Sunday School. In fact, there was a boy in my class who had a learning disability and I liked the challenge of finding ways to make him feel as though he was part of the group.

When I took this job, I was briefed on district policy with regard to salary, fringe benefits, working hours, vacation, etc. In addition, I was told about the chain of command in the schools and the supervisor very briefly described my role and responsibilities as a paraprofessional. I was told that Mr. Norton would be the classroom teacher I would be working with and that I would meet him when I reported to work. The supervisor said that Mr. Norton would give me information about the specific tasks I would be expected to perform and the methods and strategies he would expect me to use to carry out the activities.

From the day I walked into the classroom we have never had a formal discussion about what he expects me to do; there is always some reason why we can't sit down and talk. We can never meet during his prep periods because he is always too busy doing lesson plans to talk to me about them. When I suggested we meet after school, he told me that this is impossible because he either has graduate classes to get to, or there are meetings at the Board; and then on one of the days when he was "free" I really had to get home to see about one of my kids who was sick.

I never know in advance what he wants me to do or how he wants it to be done. Just before he does something in the class, he will say "Anne, take this group and follow my plans." I have no real idea about what to do, except to try to do what I see him doing while I sit in the back of the room watching him teach the lessons as he has asked me to do. When I am "teaching," he frequently breaks into what I am doing and corrects me right in front of the students. I don't have the guts to tell him how this makes me feel--so I save it up until I get home, and my family bears the brunt of all my frustrations.

But what has really worried me is what his correcting me in front of the students might be doing to my ability to work with them. Today it came to a head when he had to leave the room and I was left alone with the group. I asked one of the students who is rather difficult to work with to join us for an activity. He responded by looking straight at me and saying, "No, I don't want to, and I don't have to because you don't know your job, and you can't tell me what to do." I wanted to cry and quit right then - but I didn't. Where do I go from here?

Teacher

I am Ken Norton, a vocational education teacher who has been assigned his first paraprofessional after teaching twelve years! This was done because several special education students were assigned to my class as part of the efforts to place them in what the district calls the least restrictive environment. I wish they had asked me whether I wanted someone or not because I am really a loner and have very strict rules about how things are to be done in my classroom. I've never worked with anyone before and I'm not really sure that I think it is worth the time to plan for another adult in the classroom, especially someone who is not trained to be a teacher much less to work with special education students.

At any rate, this woman walked into my room three months ago, just before school began, and said she was Anne Newsome, the paraprofessional assigned to me. I asked her if she had been told what her duties were and she informed me that they have been explained to her at a meeting at the district office. I wish they had told me what I could expect her to do because I have no idea what goes on in those "briefing" sessions nor have I seen a copy of a job description for aides. I asked her to sit in the back of the room for a while so she could get the hang of how I work. I told her that we'd get together later when I had some free time to talk to her.

During the first few days, I was never able to make the time to talk to her. I had IEP's to develop. It is a new responsibililty and really takes a lot of time. I'm also taking a second Master's and I have to leave three days a week almost immediately after school, so just sitting down to talk is a problem. I wish there was time during the day to do this, but I'm just too busy with the kids, and the planning to take time out.

I finally decided that I'd let her review some of the skills I had already taught the students. So I gave her my plans and told her to follow them religiously. But she never did it exactly the way I wanted it to be done--she apparently thought it didn't make much difference how she did it as long as she felt comfortable. So what was I to do? I suggested she try it the way I had written it and not to use her own methods.

Three months have gone by and I'm still as harried as I was before if not more so. And to make matters worse she seems to be having trouble controlling the kids in the classroom. It started when I had to leave for an emergency meeting and Anne was left in charge. I'm not sure what she did wrong but she is having real trouble dealing with one of the kids and it seems to have an impact on the way some of the other students are responding to her. I think my initial response to having another body in the classroom was probably right. But sometimes I wonder because the teacher across the hall seems very pleased to have a paraprofessional to assist her. Maybe I should find the time to talk to her about how she deals with the problems of integrating the paraprofessional into the program.

CASE STUDY TWO

Paraprofessional

I am Sara Tilson, and I have been a paraprofessional for almost twenty years. I started working in an elementary school and did lunchroom duty, monitored the playground, and helped the teacher in the classroom. About 15 years ago, the principal asked me how I would feel about working in a new program - something called Special Education. Yes, that was before PL94-142. I've worked in several special education classes - everything from programs for kids with severe and multiple disabilities to resource rooms. I've seen teachers come and I've seen them go. But I'm still around because I love working with children and have made a lot of good friends in the building. Over the years I've had a chance to learn about what works and what doesn't work.

I've worked with some really terrific teachers and some that were not so good. In some cases, I was always the one who had to do all of the dirty work or the jobs that bored them - even though my title is Instructional Assistant and I'm supposed to work directly with the students. Other teachers thought they were being "good" to me by treating me as an equal with exactly the same responsibiliites as theirs - even though I'm paid a whole lot less than they are. The folks that really drove me crazy were the ones "who had all the answers" and expected me to follow their rules to the "T". Despite these problems, if they were willing to take time to get to know me and discuss their expectations, we were usually able to work out our differences and get along well. well.

This year I've been assigned to work with a new teacher fresh out of college with no experience and a lot of new theories and bright ideas. On the first day of school we had a conference and she outlined what she wanted me to do. Basically, as I see it, she expects me to return to the status I had when I first started twenty years ago. I am supposed to escort the children to the lunchroom, the playground, speech therapy, etc., keep the attendance records, do the toileting, keep the room neat and generally stay out of her way. She does let me play records and tell stories during rest period.

Now she has developed a "new" program plan for James and all of a sudden has asked me to help implement it. I don't think it's going to work because Mrs. Arthur tried something similar last year and we had to change it several times. (By the way, Mrs. Arthur was one of the best teachers I've ever worked with. She had a great sense of humor, always included me in on the fun things, changed diapers herself once in a while because she believed that toilet training was part of the instructional process, asked me what I thought about her ideas and what was going on in the class and when I talked, she listened.)

I'd like to talk to Ms. Burrell about James - but I've got a couple of problems. She hasn't asked me about what I think and she really seems more interested in trying out her theories than she is in hearing from me. In fact, if I had to describe her I'd say she is very dictatorial. Besides, the older I get the nicer it is to just do my job and go home rather than taking orders from someone who doesn't know half as much as I do about teaching special education kids. On the other hand - with a few minor changes the goals and activities she has planned for James would probably work.

Teacher

My name is Anne Burrell, and this is my first teaching job. My undergraduate degree is in Special Education and I have a Masters as well. I have had some teaching experience, but only as a student teacher. I've really been looking forward to being in charge of my own classroom, and putting the techniques I've worked so hard to learn to work. There was one thing, however, that no one prepared me for when I was in college - that is that I would be expected to supervise someone old enough to be my mother who also has more than 20 years experience. (I do think I'm lucky to have an aide to help out with all of the little things that have to be done in the classroom so I can spend a lot of individual time with the students.)

I really feel that as the teacher, I am the person who is responsible for what goes on in the classroom and that I will be held accountable for the good and the bad. That is why after thinking it over, I decided that the best way to use my aide was to have her do the non-instructional chores and clerical duties. Besides since Sara is so much older than I am and really has a lot of experience I decided that it was very important to establish myself as the authority figure. This isn't always easy because working with Sara can be a little intimidating. She really gets along well with the other teachers in the building, and they all rave about her and tell me how lucky I am to have her.

There is a child in the class who seems to fit an almost textbook picture of a syndrome that I've read about - but have never seen. I'm sure that he will benefit from a new technique that has been developed to cope with such a youngster and his behavior. I have laid out, in great detail, the type of interventions that I want to use and have started to follow the program. I've decided, however, that if it is going to work Sara is going to have to be involved as well because everything has to be done consistently and systematically.

When I asked her to help implement the program - she didn't ask any questions or say anything - she just smiled a Mona Lisa smile. Later that day she started telling me about how terrific Mrs. Arthur was and what a terrific teacher she was. She's done this before and I'm getting a little tired of it. In any event, I'm really more concerned about James and meeting his needs. I'd like to talk to Sara about it. But I don't want her to think I don't know what I'm doing and I certainly don't want to diminish my authority in the classroom.

A PROBLEM SOLVING EXERCISE

1. Describe the problem from the paraprofessional's point of view. (This may include attitudes, actions and other factors described in the Case Study)

2. Describe the problem from the teacher's point of view.

3. What behavior(s) does the teacher need to change?

4. What behavior(s) does the paraprofessional need to change?

5. Discuss and list a desired goal(s) for the team.

6. How can they work together to achieve the goal and be a better instructional team? What additional information, skills or other resources will they need to achieve the goal?

BASIC PRINCIPLES OF HUMAN DEVELOPMENT*

Development tends to be similar for all human beings. Each person develops in a similar pattern. For example, all babies sit by themselves before walking.

Development is an orderly process with stages (patterns) that can be predicted. Knowing the predictable sequences of behavior helps in recognizing normal, delayed or accelerated patterns of behavioral change and growth.

Development proceeds from the general to the specific in both cognitive and physical activities. For example, an infant moves his/her entire arm in a random manner before s/he can control it to pick up a toy.

Development proceeds from the upper portions of the body toward the lower portions - from head to toe. This "cepholocudal" development means that a child has control of his/her head and neck movements before s/he is ready to sit alone.

Development proceeds from the center of the body to the outer body parts. This "proximaldistal" development means that a child can pick up or throw a ball before s/he can tie his/her shoes.

Development proceeds at different rates. In a person's developmental sequence, there are periods of accelerated growth and gradual growth. From birth to age five, a child's development is characterized by rapid physical and cognitive growth; from 5 to 11, physical development slows down; during adolescence, there is rapid physical growth again.

Development can proceed at different rates within an individual person. For example, a person may have delayed cognitive and language development and normal physical development.

Physical, cognitive, social and emotional development are interrelated and affected by the interaction of heredity and environment. For example, a person with mental retardation may develop at different rates depending on whether or not s/he is reared in an institution or at home.

*Adapted from: Sally Glen, and Bernice Willis, Utilizing Child Development Concepts in Understanding the Special Needs Child. Project LEEP, North Carolina A&T University, Greensboro, North Carolina.

HUMAN DEVELOPMENT: A LIST OF TERMS*

Cognitive Development - The process of acquiring knowledge and information as a person interacts with the environment and culture. Cognitive development depends on growth inside the person (such as the development of curiosity and the desire to learn) as well as on the impact of the environment outside.

Development - The growth of the person in predictable patterns.

Developmental Delay - A term used to describe an observed difference in a person's actual growth and behavior and the usual growth and behavior expected of people of the same age.

Emotional Development - The process in which the person acquires feelings about him/herself and other people.

Growth - A term used to refer to an increase in size, height or weight.

Human Development - A term used to refer to the study of a series of patterned and predictable changes that occur as a person grows and learns to cope with the external environment.

Learning - The acquisition of knowledge and skills as a person interactsf with the environment, teachers and other people. Learning can result in changes in behaviors.

Maturation - The growth of a person from within; the process of acquiring skills, cognitive, social, emotional and language skills that increase with age.

Normal - Average or standard behaviors against which the behavior or development of a person is compared.

Physical/Motor Development - The sequence or rate at which a person acquires motor skills and learns to control his or her body. It is characterized by changes seen in the external body and by unseen internal changes in the organs, muscles, blood, bones and nervous system.

Social Development - The general process by which a person acquires the beliefs, skills, values, behavior patterns and other characteristics considered necessary for interacting with other humans in a particular society/culture.

*Adapted from: Sally Glen, and Bernice Willis, Utilizing Child Development Concepts in Understanding the Special Needs Child. Training Project for Paraprofessionals in Education for the Handicapped. Greensboro, North Carolina A&T State University.

PRACTICUM ACTIVITY

Identify 2 children who are the same age (between birth and 5 years of age) observe them prior to the next class, and write below your observations of their physical, social and language skills. Be prepared to share the results of your efforts with the class during the next session.

Person #1
First Name _____
Age _____

Physical Skills

Person #2
First Name _____
Age _____

Physical Skills:

Social Skills:

Social Skills:

Language Skills:

Language Skills:

INTERVIEW

These questions are designed to serve as guidelines either during an individual interview you will carry out with a person who has spent time in an institution, or during the forum held in the class.

1. For how long were you institutionalized?

2. Were you there at your own request or did someone else make the decision for you?

3. What were the things that you liked about the institution in which you were placed?

4. What were the things that you disliked?

5. What things do you like about living in the community?
   How is your life different?

6. Do you believe that community-based programs can offer the same or better services than the institution?

7. Other comments.

STEREOTYPING AND LABELING

Directions: Working with another person in the class, list below at least five labels that you can think of that are commonly in use. After each, write a phase that is descriptive of the people that you are discussing, without using the label at all.

Directions: Working with the same person, list below at least five stereotypes of people that are heard commonly, i.e. "you know, blind people are good at making brooms". Be prepared to discuss with the class why this is stereotyped thinking.

PHILOSOPHICAL ASSUMPTIONS

Directions:

Working with another member of the class, write below an activity planned for a student in thhe classroom that you work in that would meet the criteria of the normalization principle: be appropriate for the child's or the adolescent's age, be appropriate for the person's culture, be appropriate for the rhythm of the day, of the week and of the year. Think about the classroom setting, the school in which it is located and the activities of other persons around.

Below, write the developmental assumption and tell why you believe that it is true.

RIGHTS OF PERSONS WITH DEVELOPMENTAL DISABILITIES

Directions:

Read each of the situations described below. After reading it, discuss whether or not a right was being abused. If so, describe how the situation could be corrected.

1. Jason is three years old. His parents attended an IEP staffing where they were told that he would be placed in the preschool program on Tuesday and Thursday mornings from 9:00 to 11:30. They protested because both parents work and they couldn't transport Jason at those hours. When they protested, they were told by the team, "It's that or nothing."

2. Luis wanted to vote in the general election. But he wasn't able to, for when he went to the polls, there was a flight of stairs and he wasn't able to get up them in his wheelchair.

3. Marshall is sixteen. His teacher, Mrs. Jones, always accompanies him to the bathroom because he is a "trouble-maker" in the halls.

4. Ross sat in the coffeeroom of the school and described her favorite student to her best friend, Anna, who worked down the hall in another classroom. Ross told all about Karen's (the student's) mistakes during the last two days.

5. Mei Ling is in the first grade where all of the lessons are taught in English. Vietnamese is the language she has grown up with and which she speaks at home. She was given an I.Q. test in English and scored quite low on the test. She is classified as "mentally retarded" and given special education classes with other retarded children.

LEARNING DISABILITIES

Activity 1: Reading Exercise. Try to read these sentences to a partner.

1. Not he fifthday these quir rels brough tap resent flow ilp homey.
2. it say no swee tanps ticky that the ylicked the ir fing ers sa they but it pow nup on these tone.
3. the yhad stole nit out of abum es'nes tont he tip pit tytop of the ill.

MENTAL RETARDATION

Activity 9: Reading Test Exercise. Read the following sentences and translate them into common sayings (adages). Be prepared to write your answers in 3 minutes.

1. SCINTILLATE, SCINTILLATE, ASTRAL MINIFIC.
2. MEMBERS OF THE AVIAN SPECIES OF IDENTICAL PLUMAGE CONGREGATE.
3. IT IS FRUITLESS TO BECOME LACRIMOSE OVER PERCIPITATELY DECANTED LACTIAL FLUID.
4. IT IS FRUITLESS TO ATTEMPT TO INDOCTRINATE A SUPERANUATED CANINE WITH INNOVATIVE MANEUVERS.
5. NEOPHITIC SERENDIPITY.

SPEECH/LANGUAGE IMPAIRMENTS

Activity 10: Find a partner and read the following sentences as written to him/her and ask him/her to repeat it correctly.

1. The wabbit wests in the bushes.
2. Sunday ith a day to play.
3. The ky is b'ue.
4. The able is that.
5. I like to p p play ba ball.
6. The bawoon is wed.

Activity 11: Polar Algebra. Do the following problems.

PROBLEM #1 This problem is correct according to the rules of Polar Algebra.

```
  8   7   8   7
 ---------------
  E   2   G   1
  E   F   C   G
```

Solve this problem.

```
  □
 ---
  G
  D
```

PROBLEM #2 This problem is correct according to the rules of Polar Algebra.

```
  6   1  |  5
  2   6  |  6
  5   2  |  2
  4   4  |  0
```

Solve this problem.

```
  6   3  |  □
```

MIRROR WRITING

Instructions:

Place this sheet of paper in front of a mirror. Using your non-dominant hand look directly into the mirror and draw/trace a line in the space between the two stars.

Activity 1: Answers for learning disabilities - Reading Activity (DC -1)

1. On the fifth day the squirrels brought a present of wild honey.
2. It was so sweet and sticky that they licked their fingers as they put it down upon the stone.
3. They had stolen it out of a bumble bees' nest on the tipity top of the hill.

Activity 3: Correct spelling of words on spelling test given orally by the trainer: cemetary, harassed, begger, embarrassed, peddler or pedler, gauging, symmetary, ladies.

Activity 9: Answers for mental retardation - Reading Test Exercise (DC -1)

1. Twinkle, twinkle little star.
2. Birds of a feather flock together.
3. Don't cry over spilt milk.
4. You can't teach an old dog new tricks.
5. Beginners luck.

CHART/TRANSPARENCY: IEP -1

THE IEP

I. THE PURPOSE OF THE IEP IS TO SPECIFY IN WRITING THE EDUCATIONAL OBJECTIVES FOR THE STUDENT INCLUDING:

- AREAS OF STRENGTHS AND WEAKNESSES
- SPECIFIC GOALS AND OBJECTIVES FOR INDIVIDUALIZED INSTRUCTION
- A COMPLETE DESCRIPTION OF THE SPECIAL SERVICES THE STUDENT MUST RECEIVE
- THE PERSONNEL RESPONSIBLE FOR PLANNING AND PROVIDING THE SERVICE
- A SCHEDULE FOR STARTING THE PROGRAM AND ACHIEVING THE GOALS
- A SETTING WHERE PARENTS AND PROFESSIONALS CAN PLAN AND WORK COOPERATIVELY
- EDUCATIONAL ACCOUNTABILITY

The IEP

The purpose of the IEP is to specify in writing the educational objectives for the student including:

- Strengths and weaknesses
- Specific goals and objectives for individualized instruction
- A complete description of the special services the student must receive
- The personnel responsible for planning and providing the service
- A schedule for starting the program and achieving the goals
- A setting where parents and professionals can plan and work cooperatively
- Educational accountability

IEP COMPONENT CHECKLIST

1. Pertinent personal information is provided about the student including name, address, parents, birthdate, primary languages, standardized test results are included, and dates of testing noted.

2. Present level(s) of educational functioning is described in concise, behavioral terms.

3. Areas of strength and weaknesses are summarized.

4. Long-term, annual goals are established and projected dates of achievement are specified.

5. Short-term instructional goals, which are substeps of the long-term goals are set.

6. Special instructional materials required to achieve goals is specified.

7. Adaptive and other equipment required to achieve the goals is specified.

8. Participation in general classrooms program is described.

9. Particular special education or related support services needed by the student are established.

10. Parental participation and approval of the IEP, is evidenced by parent(s) signature.

Source: Barbara Semrau, TEACHING EVERY CHILD: A GUIDE FOR WRITING INDIVIDUALIZED PROGRAMS, Focus on Children, Inc. Jonesboro, Arkansas, no date.

EXERCISE I

Directions

Select the appropriate word(s) from the list and insert them to complete the statements that follow:

free	normalization	cooperative planning
rights	educational	spirit
basis	accountability	parents
student	behavioral	goals
teachers	administrator	adaptive equipment

1. The IEP is the _____ for all instruction and activities that occur in the classroom.
2. The IEP fosters _____ by specifying responsibility for tasks.
3. The IEP is one of the basic _____ guaranteed to all students with handicapping conditions by PL94-142.
4. The partners in the IEP include _____, _____, and _____.
5. Special materials and _____ are specified.
6. Annual, or long term _____ have an expected date of achievement stated.
7. Strengths, weaknesses and present levels of performance are stated in concise _____ terms.
8. Specifying the extent to which the child will participate in the regular school program is an example of the _____ philosophy.
9. PL94-142 mandates that every student has a right to _____ appropriate education.
10. An IEP is an attempt to fulfill the _____ of the law, PL94-142, to allow for quality education.

ASSESSMENT

THE PURPOSE OF ASSESSMENT IS TO:

- COLLECT AND INTERPRET INFORMATION TO PLAN PROGRAMS AND SERVICES

THE METHODS OF ASSESSMENT INCLUDE:

- STANDARDIZED TESTS WHICH ARE
  - ADMINISTERED AND SCORED THE SAME WAY ALL THE TIME
  - GIVEN TO A WIDE RANGE OF PEOPLE
  - THE BASIS FOR ESTABLISHED NORMS OR AVERAGES
- BEHAVIORAL CHECKLISTS AND INDIVIDUAL OBSERVATION WHICH ARE USED TO ASSESS
  - DEVELOPMENTAL AREAS
  - SPECIFIC BEHAVIORS IN A DEVELOPMENTAL AREA
  - CHRONOLOGICAL ORDER OF SKILLS IN A DEVELOPMENTAL AREA, OR
  - CHRONOLOGICAL ORDER OF SKILLS NEEDED FOR PERFORMANCE OF A TASK

FUNCTIONAL ASSESSMENT PROVIDES:

- AN INFORMAL SUMMARY OF A STUDENT'S STRENGTHS AND WEAKNESSES
- INFORMATION ABOUT SKILL MASTERY
- INFORMATION ABOUT LEARNING STYLE

Directions:

Complete this outline during the lecture. Ask questions if you do not understand any items or are unsure about the answer.

II. The purpose of assessment is:

a. To collect and interpret information about each student in order to plan appropriate _____ _____programs and services for the student.

II. Methods of Assessing are:

a. Standardized Tests

1.
2.
3.

b. Individual Observation

1. Behavior must be _____
2. Behavior must be _____

c. Behavioral Checklists

1.
2.
3.
4.

III. Functional Assessment

a. What is it?

b. Why is it important?

c. How is it done?

AN ASSESSMENT EXERCISE

Directions:

1. Read the Case Study of either Rowan or Anita as directed.
2. Underline the phrases and sentences that describe his/her skill development. Identify which ones are functional for achieving the goals of either person.
3. Transfer these to the appropriate columns below.
4. Meet in your assigned groups to discuss your responses and discuss techniques the teacher or the member of the IEP team could use to assess Rowan or Anita.
5. Ask one person in your group to act as a reporter to present the results of your discussion to the rest of the class.

STRENGTHS: S/HE CAN	WEAKNESSES: S/HE CANNOT

ROWAN: A CASE STUDY

Rowan is a five-and-a half year-old who lives at home with his mother, father and two year-old sister; he was born with a malformed hip that required orthopedic surgery and did not walk until he was two and a half years old. He still requires physical therapy although he only sees the therapist three or four times a year now. He is entering school in September.

Rowan has a wide collection of books that were part of his mother's childhood library, as well as those given him by a doting aunt and grandparents. Now that his sister is becoming more verbal, he will sit and tell her about the things that are in "my books." He has had two constant love affairs - one with trucks, and more recently with dinosours. His sister is learning which are meat eaters and which are vegetarians. While "reading" to his sister, he carefully turns the pages and admonishes her if she is rough about turning them.

Rowan's father has been talking to him about going to school and about all of the things that he will learn there. Rowan is not quite so sure about this since he has spent so much time with his mother who, as a child, did not like school at all. She entered him in a nursery school when he was three. He cried the whole time he was there and she stayed there with him the whole day. He never returned because "he just didn't like it."

Six months ago, his mother decided to bring together a group of children (and their parents) to meet at her house for an "arts and craft time" that met two mornings a week. His mother is an artist and musician and was able to carry off the program. Rowan loves to paint and when using crayons in a coloring book, stays generally within the lines, the colors he uses are usually correct, and knows the names of the crayons. During the "craft time" Rowan did his "thing" generally away from the other children. He would not give another child a block he was playing with, even though the child approached him in a non-threatening manner. "It's my block" he said, and turned his back on the group. But despite his lack of participation, his mother continued the group.

September has arrived, and it is now time for Rowan to start school. When the first day arrived, Rowan announced, "I'm going to school." He got on the bus himself, even though he limped, and waved goodbye to his "weepy" mother. He said, "I'll be back soon, don't be afraid." As Rowan got to the school, he was greeted by his teacher. He was pleased to meet Miss Rose; she did look just a little like his Mommy.

She asked him his name, to which he replied Rowan Jackson, and asked him to take a seat. He didn't see anyone he knew; he stayed at the front of the room. Miss Rose gently took him by the hand and sat him down next to a chubby little girl and said, "I think you'll like sitting next to Holly. Her name is the name of a tree just like yours is." He sat down eagerly next to his new friend.

Miss Rose asked the children to join her in a circle and to bring chairs with them. No problem for Rowan - he is a strong child. When asked to give his name and where he lived, he responded with no hesitation. After singing the Alphabet song (he's known that for several years) the children went back to their seats. Poor Holly - she couldn't get past E-F-G!

Back in their seats, Miss Rose gave out papers and crayons and asked the youngsters to write their names. Rowan did - even though it covered the whole page. Holly sat there gripping the crayon and just scribbling with it.

At juice time, Rowan helped set the tables and made sure there was a cup for each child at his table of six. He helped clean up afterwards.

On the playground when three other boys said "let's race," Rowan went to Holly and asked her to talk to him. They sat down on the grass and waited until recess was over. Back in class he knew that he could write his numbers to five, but the "racers" couldn't; that made him feel a little bit better.

After the children left, Miss Rose found she had discovered a lot about the new class, she knew Rowan would probably be in a "top" reading group; that Holly needed a lot of readiness work; that Rowan would need to be encouraged to participate in physical activities at recess and in the gym; that the "racers" needed a lot of help with numbers. Yes, for her it was a good day.

And it was a good day for Rowan, too. When he got home he told his mother about his new friends, their names, and that he was going to Paul's house tomorrow.

ANITA

Anita lives about twenty-five miles outside a small southwestern city that serves as a business hub and a major shopping center for a remote-rural area. She lives with her mother and two younger sisters who are in elementary school.

Anita is seventeen years old and will enter her senior year in high school in the fall. She has cerebral palsy and uses a wheel chair. She is able to take care of most of her personal needs; however, she does have trouble dressing herself without some assistance with buttons. While Anita was in elementary school, all of her time was spent in self-contained special education classes. The high school building is completely accessible and when she entered high school she was assigned to practipate in history, business math, typing, Spanish, science and other classes in the general education program. Last year she was assigned to a vocational training and transition program to prepare her to move from school to work. She gets to school on a specially equipped van.

Anita has decided that she would like to start work as a secretary when she graduates from high school and save money in order to go to college to see what the world beyond her small world is like.

In the typing class she has learned to type 35 words a minute without error on a five minute timed test. The typing desk has been adapted to accommodate her wheel chair. She prefers to type because it is difficult for her to grasp a pencil firmly and she does not write clearly. Because the school district is small with limited financial resources, they have not yet been able to purchase computers and word processors. This worries Anita because she thinks it may limit her employment opportunities.

She is in the 3rd year of Spanish, and because there are many Hispanic students in the school, she has become fluent in Spanish. Formal reading tests show that she reads English at grade level. In Home Economics she has learned to prepare simple dishes. She would like to do more cooking at home because she really likes good food. However, she has difficulty chopping, peeling and doing other chores and both her mother and sisters have a tendency to take over because it takes her so long to do the work.

The vocational/transition program is very helpful. She is learning to prepare her resume' and how to read the classified ads for jobs where she will be able to use her skills. She is also learning how to apply for a job along with skills that will let an interviewer evaluate her skills objectively. She has not yet been assigned to a work station in a local business.

The public transportation system in the area is very limited and Anita cannot drive. There are few curb cuts in the sidewalks, and many of the offices and businesses that employ secretaries are located on the second floor or up several steps on the first floor. Although the transition program is working with many potential employers to encourage them to make their offices more accessible for employees with disabilities, things are moving slowly and for this reason despite the support services Anita is concerned about finding a job after she has graduated.

The nearest 4 year college is more than 250 miles away and Anita's mother is concerned about how Anita will cope alone - if and when she does go to college. She is also concerned about how people in town will accept her daughter when she starts to work and leaves school where things have gone so well and Anita has been "protected".

She thinks it would be easier if Anita stayed at home for several years and enrolled in the local technical college. She has even volunteered to pay for the tuition even though that would create a financial hardship for the family. It will also be difficult for her to arrange for Anita to get back and forth to the college. The technical college does not offer the courses Anita feels she really needs in order to pursue her dreams and she really wants to start to work immediately so she will be able to start college as soon as possible.

CHART/TRANSPARENCY: OR -1

OBJECTIVE OBSERVATION

THE OBSERVER MUST:

- WATCH WITHOUT PREJUDICE
- WATCH WITHOUT GUESSING
- WATCH WITHOUT JUDGING
- STATE EXACTLY WHAT IS SEEN AND HEARD

THE OBSERVER LEARNS:

- WHAT THE STUDENT CAN DO
- STUDENT'S LIKES AND DISLIKES
- STUDENT'S BEHAVIOR IN VARIETY OF SITUATIONS
- STUDENT'S INTERACTIONS WITH OTHER PEOPLE

CHART/TRANSPARENCY: OR -2

BEHAVIOR MUST BE OBSERVABLE

- IT CAN BE SEEN
- IT CAN BE HEARD
- IT CAN BE IDENTIFIED

BEHAVIOR MUST BE MEASURABLE

- IT CAN BE COUNTED
- IT CAN BE TIMED

OBJECTIVE OBSERVATION

What the observer must do:

1. Watch events without being affected by personal biases/prejudices;
2. Watch what is happening without guessing about the reasons that cause the actions, or
3. Watch the activity without judging whether the behavior is good or bad;
4. Write an objective record - state exactly what the observer sees and hears.

What the observer can learn:

1. What a student can do, his/her strengths and weaknesses
2. What the student likes and dislikes
3. How the child behaves under various circumstances - (free time, working independently, listening to and following directions)
4. How the student interacts with other students, adults and in different settings.

SOME TYPES OF CHECKLISTS

A. Specific

Name: Sharon			Date: Observer: Sally M.
Skill: Counting			
	Can do without error	Can do with mistakes	Can't do at all
1-5	X		
6-10	X		
11-15		X	
16-20			X
21-25			X

B. Annual Record

Student: Steven									Date: Observer: Joan C.			
Skill: Counting												
	without error				with some mistakes				can't do			
	1986	87	88	89	1986	87	88	89	1986	87	88	89
1-5	X	X	X	X								
6-10			X	X					X	X		
11-15			X	X					X	X		
16-20							X	X	X	X		
21-25							X	X	X	X		

Source: These checklists were adapted from Assist I: A Source Book for Instructional Associates, Developmental Training Center, Indiana University

CHECKLISTS, (CONTINUED)

C. General

Name	SEPT		JAN		MAY	
	Yes	No	Yes	No	Yes	No
throws a ball						
sits in a chair						
walks with support						
walks alone						
attains a standing position alone						
points to eyes, nose, hair on command						
catches a ball						
identifies pictures						
jumps up and down						
climbs stairs						
drinks from a cup						
opens a door						

CHECKLISTS, (CONTINUED)

D. Specific - A specific checklist includes a break-down of skills in one area:
Tasks: putting on socks
taking off socks

____1. pulls sock off when it is just over his toes.

____2. pulls sock off when it is placed at his midfoot.

____3. pulls sock off when it is positioned at the heel.

____4. pulls sock off when it is around the ankle.

____5. removes sock independently.

____6. pulls sock on from ankles.

____7. pulls sock on from heel.

____8. pulls sock on from midfoot.

____9. pulls sock on from when it has been placed just over toe.

____10. puts sock on independently.

Directions:

Read the checklist below. Beside each item that Rowan can do, write an X. Leave blank any items about which you are unsure.

SELF IDENTIFICATION:

1. Tells own first name ____
2. Tells own last name ____
3. Tells correct age ____
4. Tells own address ____
5. Tells own phone number ____

SELF CARE:

1. Pulls on pants & shirt ____
2. Washes hands and face ____
3. Eats independently ____
4. Brushes teeth ____
5. Zips independently ____

WRITING:

1. Draws horizontal lines ____
2. Draws vertical lines ____
3. Draws circles ____
4. Right handed____;left handed____
5. Has mature grasp of pencil ____
6. Draws triangles _ _ _ _ _
7. Draws a numan figure with 12 parts ____
8. Prints first name ____
9. Prints last name ____
10. Prints capital letters ____
11. Write numerals 1-10 ____
12. Writes numerals 11-20 ____

READING:

1. Tells stories from pictures ____
2. Matches identical letters ____
3. Reads capital letters ____
4. Reads lower case letters ____
5. Matches capital and lower case letters ____
6. Consonants ____

MATHEMATICS:

Names simple shapes:

1. Circle ____
2. Square ____
3. Triangle ____
4. Rectangle ____
5. Counts 5 objects ____
6. Counts 10 objects ____
7. Counts 20 objects ____
8. Reads numerals 1-5 ____

CONCEPTS

1. Big-Little ____
2. Front-back ____
3. In-Out ____
4. On-Under ____
5. Top-Bottom ____
6. Between-Beside ____
7. More-Less ____
8. Left-Right ____
9. Names Color:

Red ____	Blue ____
Yellow ____	Green ____
Orange ____	Purple ____
Black ____	White ____
Brown ____	Pink ____
Gray ____	

Relates letters to sounds:

7. Rhymes words ____
8. Long vowels ____
9. Short vowels ____
10. Reads 3-letter word families (hat, cat, bat, sat, etc.) ____
11. Sight word vocabulary of 10 words
12. Read 3 to 4-word sentences ____

Source: This checklist is from Why Not Competence: A Guide for Training Special Education Aides, Focus on Children, Inc. Jonesboro, Arkansas 1979.

SAMPLE ANECDOTAL RECORDS*

The anecdotal record should include precise information about how the student reacts under various circumstances, e.g. free time, working independently, listening to and following directions, etc. It may also be used to describe how a student interacts with other students or adults. And in some cases it may report what a teacher or paraprofessional did to assist the student.

- Charles gets out of his seat. Reminded to go back to his seat until his name is called. Charles goes back to his seat. Charles gets out of his seat. Looks at teacher. Sits down again. Charles gets out of seat when teacher is not looking at him. Goes over to Tommy's seat and takes a book. Tommy reaches for his book. Charles and Tommy start fighting. Teacher intervenes.

- Anne entered the room smiling. Ran over to Beth. They began to whisper. Both girls went to the door and looked outside. Anne and Beth walked to the reading center giggling and whispering to each other. They continued to giggle and whisper. Kevin went to the reading center. Anne and Beth stopped talking and began a reading assignment.

*Source: Assist 1: A Source Book for Instructional Associates. Developmental Training Center, Indiana University, 1980.

Directions: In each of the following pairs of sentences, write a D beside the sentence which describes behavior and J beside the sentence which judges or states an opinion.

_____a) Dick has a short attention span.
_____b) Dick stares out the window.

_____a) Ted has a terrible temper.
_____b) Ted shouted and swore at his teacher.

_____a) Marcia is shy and withdrawn.
_____b) Marcia does not talk to adults.

_____a) Mary has brain damage.
_____b) Mary does not speak.

_____a) Harvey is a happy person.
_____b) Harvey smiles when greeted.

_____a) Andy is loud and disruptive.
_____b) Andy interrupts when other students are talking.

_____a) Dean is a good athlete.
_____b) Dean plays basketball every Tuesday.

_____a) Pat did 4 math problems in 10 minutes.
_____b) Pat is a good student and stays on task.

_____a) Megan threw all of the puzzle on the floor.
_____b) Megan becomes frustrated easily.

_____a) Donna is a very cooperative person.
_____b) Donna volunteers to put books and toys away.

_____a) Gene hit Anita.
_____b) Gene was angry.

_____a) Perri did not complete the assignment.
_____b) Perri is very frustrated.

_____a) Joe read three pages in 15 minutes without assistance.
_____b) Joe likes to read.

OBJECTIVE OBSERVATION

Directions:

1. Practice writing brief anecdotal records based on observations of a student in your classroom. (Use the attached form or one suggested by the teacher to record the information.) You and the teacher should discuss the following:

- which student you should observe
- reasons for doing the observation (how the teacher will use the information)
- when and for how long the observation should occur
- the information the teacher needs about specific behaviors

OBSERVATION RECORD

Child's Name: _____

School: _____

Observer: _____

Description of child: _____

_____

_____

(use this space to write the child's actions)

Date: _____ Times: from _____ to _____

Activity: _____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

CHART/TRANSPARENCY: G/O -1

THE THREE COMPONENTS OF A BEHAVIORAL OBJECTIVE

A. BEHAVIOR

CONTAINS A DESCRIPTION THAT IS:

- SPECIFIC
- OBSERVABLE
- MEASURABLE

B. CRITERION

PART I MEASURES LEVEL OF PERFORMANCE

- SPEED
- ACCURACY
- RATE
- QUANTITY
- DURATION

PART II MEASURES

- CONSISTENCY
- RELIABILITY

C. CONDITIONS

- STATES THE CIRCUMSTANCES UNDER WHICH THE BEHAVIOR WILL BE PERFORMED INCLUDING:
- ASSISTANCE TO BE PROVIDED
- RESOURCES/MATERIALS

GOALS AND OBJECTIVES: WHY TEACH A SKILL?

Directions:

Reread the Case Study of Anita. Assume you and your partner are two of the members of the IEP team that has been designated to review and plan Anita's program for her Senior year. Use the 6 questions as guidelines for determining the 4 annual goals the team thinks would be appropriate to assist Anita to achieve her personal goal.

1. What are the ultimate goals for Anita?

2. Will the skills we propose to teach help her to achieve her personal goals?

3. Are the skills we propose to teach practical and functional? e.g. if she does not learn this particular skills (whatever it may be) will someone else have to perform it for her or assist her to do it?

4. Are the skills age appropriate?

5. Will the skills enhance her life or make it more fun?

6. If we only have limited time to teach, and are therefore only able to teach limited skills which one(s) are the most important for her to learn at this time?

The annual goals for Anita should be:

1) _____

2) _____

3) _____

4) _____

HANDOUT/EXERCISE: G/O -2

DESCRIPTIONS VS. OPINIONS

Directions:

Read each of the following pairs of sentences. Write a "D" in front of the sentence which describes behavior, and write a "J" in front of the sentence which either judges or states an opinion.

____1a. Cynthia is such a lovely child.
____1b. Cynthis never screams, or cries, and shares her toys.

____2a. When a cat comes into the room Mary starts to sneeze immediately.
____2b. Mary is allergic to animals.

____3a. Goldilocks is a juvenile delinquent.
____3b. Goldilocks broke into a house, broke furniture and ate other people's food.

____4a. It is difficult to get construction paper from the secretary.
____4b. The secretary is a real miser.

____5a. When Marcia doesn't get her way, she screams and shouts.
____5b. Marcia has terrible temper tantrums.

HANDOUT: G/O -3

THE INSTRUCTIONAL OBJECTIVE

It is: A written statement of what the learner will be able to do when the learning experience is successfully completed.

It provides: - information about:

- What to teach (the behavior)
- How to teach it (the conditions)
- How to assess success (the criteria)

BEHAVIOR I

Directions:

Following are a series of phrases. Put a "B" in front of each that desribes a behavior that is specific, observable, and measurable. The answers for this exercise are on the next page.

1. _____ will play handball
2. _____ will love hard rock
3. _____ will know his address
4. _____ will appreciate fine music
5. _____ will buy groceries
6. _____ will skate to school
7. _____ will bake chocolate chip cookies
8. _____ will be aware of house rules
9. _____ will understand human sexuality
10. _____ will behave herself

ANSWERS

The phrases that describe observable and measurable behaviors are 1, 5, 6, 7.

The phrases that DO NOT describe behavior are 2, 3, 4, 8, 9, 10. These are not good action verbs. If you think of a young student who says, "Hey, Teach! Watch me shoot 20 baskets in a row", and then apply this to phrase #2, (and to the others) so it sounds like "Hey, Teach! Watch me love hard rock", you should notice that you cannot see or hear the behavior. A good description of behavior should bring a single act to mind.

BEHAVIOR II

Directions:

Here are some additional phrases. Apply the "Hey, Teach" rule. Then put a "B" in front of each statement that describes a behavior.

1. _____ will wear his hearing aid
2. _____ will truly enjoy eating foreign food
3. _____ will walk to work
4. _____ will learn the rules
5. _____ will cook a meal
6. _____ will write a letter
7. _____ will control his temper
8. _____ will be cooperative
9. _____ will read for enjoyment
10. _____ will cut his toenails

CRITERION

Directions:

Below are three sample objectives, with the behavior underlined. In the designated blanks, write the part one criterion, and the part two criterion for each objective.

1. Without being reminded, Carl will wash his hair properly every third day for six consecutive weeks.

   CR-1_____

   CR-2_____

2. Given a dial telephone and her home telephone number Marcia will dial the telephone correctly on the first try, when tested on five consecutive days.

   CR-1_____

   CR-2_____

3. Given a single bed, and a single fitted sheet, Elaine will put the sheet on the bed, fitting all four corners of the sheet to the appropriate corners of the mattress, for five consecutive trials.

   CR-1_____

   CR-2_____

CONDITIONS

Directions:

Below are the three examples you have worked with for determining criteria. This time, in the designated blank, write the statement of conditions.

1. Without being reminded Carl will wash his hair properly every third day for six consecutive weeks.

   CONDITION _____

2. Given a model dial telephone and 10 telephone numbers, Marcia will dial the telephone correctly on the first try when tested on five consecutive days.

   CONDITION _____

3. Given a single bed, and a single fitted sheet, Elaine will put the sheet on the bed, fitting all four corners of the mattress for five consecutive trials.

   CONDITION _____

RECOGNIZING COMPONENTS OF INSTRUCTIONAL OBJECTIVE

Directions:

Each of the following phrases could be a component of a behavioral objective. In the blank in front of each, write the initials for the proper component.

B = BEHAVIOR

C = CONDITION

CR = CRITERION

_____ 1. Will write her name

_____ 2. Will say the alphabet

_____ 3. With the use of an electric lawn mower

_____ 4. Given examples of the correct style

_____ 5. Without an error

_____ 6. With 95% accuracy

_____ 7. Will boil water

_____ 8. Correctly

_____ 9. Given scissors of appropriate size

_____10. Without assistance

_____11. Will state home address

_____12. To the standard set by the instructor

_____13. Will fold twin-sized bed sheets

_____14. With the aid of a ruler

_____15. With no errors

ANSWERS FOR EXERCISE 8

1. B
2. B
3. C
4. C
5. CR
6. CR
7. B
8. CR
9. C
10. C
11. B
12. CR
13. B
14. C
15. CR

CULMINATING ACTIVITY

Directions:

In each example, read each instructional objective. Fill in the blanks that follow the appropriate component.

EXAMPLE: For 15 consecutive working days, Bill will select his time card correctly every day without special prompts.

BEHAVIOR: will select his time card

CONDITION(s): without special prompts

CR -1: correclty every day

CR -2: for 15 consecutive working days

1. Joe will climb five steps, using a handrail, within 20 seconds for 10 consecutive trials.

BEHAVIOR: _____

CONDITION(s): _____

CR -1: _____

CR -2: _____

2. Given a telephone directory and a list of three names, Marie will find and write the correct telephone number for each, taking no more than three minutes per name in two consecutive tests.

BEHAVIOR: _____

CONDITION(s): _____

CR -1: _____

CR -2: _____

3. During dinner, Brian will pass a serving dish of food, when asked, in the proper direction within five seconds of being asked, 8 out of 10 times.

BEHAVIOR:_____

CONDITION(s):_____

CR -1:_____

CR -2:_____

4. When shown 10 articles of clothing, including three which belong to her, Ingrid will point to all three of her own articles within 30 seconds of being asked in 4 out of 5 trials.

BEHAVIOR:_____

CONDITION(s):_____

CR -1:_____

CR -2:_____

5. In the morning Millie will brush her hair until it is smooth and free froom tangles for 14 consecutive mornings.

BEHAVIOR:_____

CONDITION(s):_____

CR -1:_____

CR -2:_____

6. Irene will lock the storeroom door between 5:00 and 5:15 p.m. every working day for 15 consecutive working days without being told.

BEHAVIOR:_____

CONDITION(s):_____

CR -1:_____

CR -2:_____

COMMON (SHARED) BEHAVIORAL/PATTERNS CHARACTERISTICS

All of us are unique individuals, however, there are certain characteristics we share with regard to behavior including the following:

I. ALL BEHAVIOR HAS MEANING

a. Behavior is learned.

b. Behavior that brings reward will be repeated.
(This applies to both positive and negative traits and actions.)

c. Behavior that is repeated becomes habitual.

d. There is a reason for everything we do; sometimes we are aware of the motives behind our actions; sometimes we are not.

II. BEHAVIOR CAN BE CHANGED (MODIFIED)

a. Behaviors that are appropriate for one stage of development may last longer than they should.

b. All of us learn in different ways and respond to different types of teaching strategies.

c. If a behavior is well established, it is difficult to change.

d. Negative behavior is frequently a way to gain the attention of others.

e. Understanding human behavior and bringing about meaningful change is more effective when objective data is assessed without personal prejudice and biases.

f. Encouragement and positive reinforcement are stronger techniques for bringing about change than disapproval and punishment.

CLASSROOM MANAGEMENT*

1. Why are classroom organization and management skills important?

   _____

   _____

2. Which of the following are components of classroom organization and management? Place an (X) mark in front of those items which apply.

   ____physical environment
   ____daily schedule
   ____student abilities
   ____support services
   ____student-staff ratio
   ____teaching methods and materials

3. The following are components of classroom management. Identify each item as organizational or instructional by placing the letter I and/or O in the blank provided.

   I-Instructional O-Organizational I/O-Instructional Organizational

   ____behavior management
   ____physical environment
   ____daily schedule
   ____teaching methods
   ____evaluation of student progress
   ____materials and equipment

*Source: THE INSERVICE TRAINING MANUAL FOR SPECIAL EDUCATION PROGRAM ASSISTANTS, prepared by the Department of Special Education, The Illinois Board of Education, Springfield, 1986.

DEFINITIONS OF REINFORCEMENT

Reinforcement may be described as: an action or event that will increase the chances of the future (re)occurrence of the behavior it follows. Or another way of stating the definition is: reinforcers may be viewed as the consequences that follow a behavior. If the consequences are considered pleasant by the person engaged in the behavior, the behavior is likely to increase, and behaviors followed by consequences that are considered unpleasant by the person engaged in the behavior are likely to decrease.

MANAGING BEHAVIOR

This list describes a broad range of methods and interventions that 1) promote and strengthen desirable behavior and 2) reduce or change negative behaviors.

1. The Classroom Environment - A classroom that is organized to facilitate smooth transitions from one activity to another, that has established rules for appropriate behavior in the classroom, schedules that accommodate the work habits and physical needs of the students, private space for independent work/study and established guidelines for how to use unstructured periods will promote positive behavior.

2. Adult Role Models - It is important for both the teacher and paraprofessional to model appropriate behavior. For example, they should observe the rules and schedules established for the class. They must also respect the rights of the student to privacy and confidentiality and encourage the students to respect the rights of others. They should demonstrate an ability to work together cooperately and they should set a standard by being punctual, reliable and firm but fair.

3. Reinforcement - The instructional team should consistently use reinforcers that are age and culturally appropriate and meaningful to the students to reward positive behaviors.

4. Encourage Independence - The instructional team should teach the students skills that will enable them to monitor and control their behavior.

5. Token Economy Systems - These systems are defined as reinforcement methods where reinforcers are earned contingent on achieving target behaviors. The tokens are then exhanged for primary and secondary reinforcers.

6. Contracting - This method establishes written and/or verbal agreements with one or more students to provide an explicit service, privilege or reward for an explicit behavior or performance. Contracting often involves reinforcing desired behavior but adds a component of mutual goal-setting and negotiation.

7. Regulated Permission - This method provides socially acceptable opportunities for expression of feelings and impulses which are often expressed in unacceptable ways. For example, allowing a student to bang a blackboard eraser or punch a boxing bag when student feels like hitting somebody, structuring a period for privately drawing sarcastic or insulting cartoons when a lot of scapegoating is taking place, organizing a controlled debate when students want to assert their power against one another.

8. Timeout Room (area) - The purpose of these rooms is to provide the student with opportunity to quietly determine 1) what happened in the classroom that caused him/her to be assigned to the timeout room, 2) why the behavior was inappropriate behavior. The results can address short-term problem behaviors and increase the consistent use of appropriate behavior.

9. Signal Interference - Often just a signal from an adult is enough to bring back the pupil's own control system at a time when s/he is giving in to an impluse to do something that his own judgment or value system would normally reject. The technique is not useful under the following conditions: 1) when a pupil is too excited to be recalled, 2) when a positive relationship does not exist between teacher and student or 3) when the behavior serves goals that a pupil has not learned to control.

10. Proximity and Touch Control - Being physically close to a pupil, putting an arm around or patting on the shoulder can be effective in raising a student's sense of security, providing support and protection against anxiety.

11. Planned Ignoring - Much behavior is performed to attract attention and will probably dwindle if left unchallenged. The difficult part of using this technique is acquiring the ability to know when a student is displaying a "surface behavior" that will disappear when ignored.

12. Extinction - Involves planned ignoring and is a procedure in which a previously reinforced negative behavior is no longer reinforced in an effort to eliminate the behavior. One of the methods that may be used effectively is to ignore a behavior such as banging on a desk or screaming and at the same time continue the activity in progress with the rest of the class.

REINFORCERS

MATERIAL PRIMARY

Hot Cocoa/Hot Tea
Crayons/Colored Pencils/Chalk
Eraser/Pencil Sharpeners
Pad of Paper
Hotel Soap/Shampoo
Small Ruler
Construction Paper
Popcorn/Raisins
Sunflower Seeds/Peanuts
Comic Book
Potluck (Whatever staff is throwing away after cleaning out a drawer or closet at home.)

TOKEN/TANGIBLE

Daily Evaluation Note
Points/Stickers
Special Certificate
Graph of Progress
High Grades
Note to Parents
Honor Roll

SOCIAL/SECONDARY

Smile
Teacher Attention/Time
Eye Contact
Phone Call to Parent
Pat on the Back, Shoulder, Head
Posted Excellent Work
Fulfillment of a Request
Assistance
"Nice Work"

SOCIAL/SECONDARY

"Fantastic"/"Great"
"Correct"/Clever Idea!"
Laugh
"I'm Proud of You"

INDIVIDUAL ACTIVITIES

Use of Teacher's Stapler, Tape, etc.
Bring Object from Home
Extra Recess
Extra Lunch Time
Use of Classroom Games/Toys
Being Group Leader
Assisting Teacher at P.E.
Going to the Library
Going to the Office
Listen to Records or Tapes
Sharpen Pencil
Read Own Composition to Class
No Homework
Choice of Seat/Seatmate
Make Gift for Parent
Watch Self on Video
Hear Self on Tape
Check Papers
Erase or Draw on Board
Use Radio with Earphones
Tutor Another Student
Cafeteria Helper
Visit Another Class
Independent Study
Answer Phone
Read Newspaper
Use Typewriter/Copy Machine
Help Custodian

INDIVIDUAL ACTIVITIES

Collect Lunch Tickets
Fix Bulletin Board
Run Errands
Pick Story
Cook
Team Captain
Make Video Tape

GROUP ACTIVITIES

Matinee
Beach/Picnic
Park/Picnic
Lunch at Restaurant
Donut Shop Visit
Ice Cream Parlor
Grocery Store
Amusement Park
Sports Event
Extra Recess/Lunch Time
Movie
Party
No Homework
Read a Play

Source: Dana Jones-House, BEHAVIOR MANAGEMENT AIDE TRAINING MANUAL, prepared by the Los Angeles County Office of Education, Division of Special Education.

CHART/TRANSPARENCY: TS -1

THE INSTRUCTIONAL OBJECTIVE

IT IS: A WRITTEN STATEMENT OF WHAT THE LEARNER WILL BE ABLE TO DO WHEN THE LEARNING EXPERIENCE IS SUCCESSFULLY COMPLETED

IT PROVIDES INFORMATION ABOUT:

- WHAT TO TEACH (THE BEHAVIOR)
- HOW TO TEACH IT (THE CONDITIONS)
- HOW TO ASSESS SUCCESS (THE CRITERIA)

CHART/TRANSPARENCY: TS -2

THE TEACHING PROCESS INCLUDES:

- SELECTING A SKILL TO TEACH AND WRITING THE OBJECTIVE INCLUDING THE BEHAVIOR, CONDITION AND CRITERION
- CONDUCTING A TASK ANALYSIS
- LISTING THE SUB-STEPS IN THE ORDER THEY WILL BE TAUGHT
- DECIDING WHAT METHODS/STRATEGIES WILL BE USED
- SELECTING THE REINFORCERS THAT WILL BE USED
- TEACHING THE LESSON
- ASSESSING THE RESULTS AND MODIFYING THE PLAN

TASK ANALYSIS

IT IS: DIVIDING AN INSTRUCTIONAL OBJECTIVE INTO A SERIES OF TEACHABLE STEPS

IT PROVIDES:

- A KEY TO INDIVIDUALIZED PROGRAM PLANNING
- EFFECTIVE AND CORRECTLY SEQUENCED STEPS
- WAYS TO LOCATE STUDENT STRENGTHS AND PROBLEMS

TEACHING METHODS*

1. Individualized Instruction is a process of custom-tailoring instruction to fit the needs of any student in any particular phase of his/her development. It may mean one-to-one help, but not necessarily. It must accommodate the learner's interest, learning styles, rate of development, motivation, prior experiences, temperament and individual needs.

2. Mastery Learning is also an instructional model whose underlying assumption is that nearly every student can learn everything in the school curriculum at a specified level of competence if the learner's previous knowledge and attitude about the subject are accounted for, if the instruction is of good quality and if adequate time on the task is allowed to permit mastery. Various methods can be used including groups, one-to-one teaching, peer tutoring, computer-assisted instruction, programmed instruction and more. The objective is broken into steps which must be mastered before the next step is taught. All lead up to mastery of the task as a whole.

3. Modeling means asking a student to imitate or model what you or someone else is doing. Modeling is especially good for students who have difficulty understanding verbal instructions.

4. Repetition is necessary if learning is to take place. Repetition need not be boring and redundant. A variety of activities and experiences can expose a child to the skill they are to learn. Drill is sometimes a procedure that works best with some students. New skills should be introduced gradually while mastered skills are reviewed. If new skills are presented too quickly before the previous ones are mastered, the student may forget the previous ones or may become confused. Review and repetition of previously learned skills is extremely important.

5. Shaping is the reinforcement of better and better attempts to achieve the target response or behavior.

*Source: This list of instructional approaches were adapted from the INSTRUCTIONAL TRAINING MANUAL FOR SPECIAL EDUCATION PROGRAM ASSISTANTS developed by the Illinois Department of Special Education.

PRACTICE IN SEQUENCING

Directions:

For each of the numbered items below, arrange the three objectives in the order they are to be learned first, second, and third, by writing the number 1, 2, and 3, accordingly in front of the objective.

1. ( ) addition facts adding to 10
   ( ) multiplication facts through 10's
   ( ) subtraction facts from 20 down to 0

2. ( ) staying on-task in a group teacher directed lesson
   ( ) staying on-task in an independent work period
   ( ) staying on-task in a one-to-one teacher/student lesson

3. ( ) writing the alphabet in order
   ( ) writing the letters from dictation in random order
   ( ) writing the letter of one's name

4. ( ) saying the sounds of letters written in isolation
   ( ) discriminating between two like or different sounds when heard
   ( ) reading simple words phonetically

5. ( ) regrouping in subtraction
   ( ) multiplication tables
   ( ) long division

6. ( ) pronouncing phonetically regular words with short vowels
   ( ) pronouncing irregular words
   ( ) pronouncing phonetically regular words with vowel dipthongs

CUES FOR ESTABLISHING ATTENDING BEHAVIORS

Directions:

1. Read each mini-scenario below and underline phrases or sentences that describe the method used to establish attention or to obtain "attending behavior."

2. When directed by the instructor, re-read the examples and put an: A - if the teacher gave an Auditory cue (the child hears); T - if the cue was Tactile (there is touch involved); V - if the cue was Visual (the child sees); - if some are combinations, use more than one letter.

___1. Sitting together at a table, the teacher says to Joan, "Joanie, look at this crayon. What color am I holding up?"

___2. Standing in front of the group, the teacher says, "Now everybody watch me. How many pencils am I holding up?"

___3. The children are in the playground. The teacher waves her hand from the doorway and says, "Come in from recess now."

___4. Standing behind Alison, the teacher lowered her voice to almost a whisper and said, "If you hear me, raise your hand."

___5. At the end of a work period, the teacher walked to her desk and rang a bell. She then said, "Put all your books and papers into your desk now."

___6. James has been looking out the window during a one-to-one lesson. The teacher held the block close to his face and said, "Say, block."

___7. During a lesson in writing, the teacher moved her finger around a circle on Jack's paper, and said "Make a circle just like this on the paper."

___8. The Assistant Principal came into the room to speak to the teacher. Frederick got out of his seat to greet him. The paraprofessional took his elbow and asked him to return to his seat. She then pointed to the book he was reading and said "tell me about the story."

___9. During a small group lesson in numbers, Johnny was looking at the children in the reading center. She said, "Johnny, look at Tom paying attention; he is looking at the chart."

TEACHING A LESSON: INSTRUCTIONS FOR THE GROUP*

Directions:

1. Read the instructions carefully before starting the exercise.
2. Work together as a team to develop the instructional objectives, do the task anslysis, and select the cues/prompts and reinforcers.
3. Record the information on the attached worksheet.
4. Select a trainer to teach the lesson using the dry-run teaching program developed by the group.
5. Modify the teaching procedures, objective, and task analysis as needed.
6. Inform your instructor when you are ready to use your teaching program with someone outside your group. The instructor will bring someone from another group to act as the "learner." This person will be unfamiliar with the task he or she is to learn. (Remember the learner is blind and deaf.)
7. Have a "trainer" from your group teach the task. The procedure will vary, but usually will involve: a) allowing the learner to become familiar with the task and training set-up by helping him or her handle the task and related materials and b) physically manipulating the learner through the task one or more times.
8. After the learner has gone through a few trials or has completed two error-free trials, STOP. This will allow time for discussing the training experience with the learner and, if necessary, for modifying the teaching process before teaching a new learner.
9. If there is time, repeat steps 7 and 8 until everyone has had a chance to serve as both a learner and a trainer.

*

Source: This exercise has been adapted from one developed by the Meyer Children's Rehabilitation Institute, at the University of Nebraska Medical Center for the Value Based Training Project.

GENERAL GUIDELINES FOR ROLE-PLAYING A DEAF-BLIND STUDENT

Perhaps the most important thing to keep in mind when you are role-playing is to remain in your role until the training session is over. The major purpose of the role-play is to create a realistic situation that will help the trainers learn how to train, i.e., provide an opportunity for following some basic rules and making use of physical assists. For purposes of this exercise, this means developing a few mannerisms and no peeking or talking. It also means not role-playing so that you the learner never learns.

Ideally, the role-model (you) exhibits various mannerisms that present different levels of difficulty. These are described below. You, the role-model "learns" but, in the meantime, the trainer has an opportunity to try out and apply the training rules.

1. Blindness and Deafness: Since you will be blindfolded, this will be an easy role to play. The trainer and others in the group are asked not to speak during a training role-play session. You, of course, shouldn't either. It is assumed you have no expressive language and very little receptive language.

2. The "Limp"Learner: You may want to role-play the type of learner who just doesn't respond very much, requiring the trainer to enter in with physical assistance before you gradually catch on.

3. The Persistent "Bull-In-The-China Shop" Learner: Here you're engaged in plenty of decisive movement. Your initial efforts, while strong, could be incorrect and they will need to be corrected with increasingly more powerful physical assists before you finally zero in on performing the step correctly.

4. The "Doing-Your Own Thing" Learner: If you wish to incorporate these mannerisms in your role-play, you will again be engaging in sample behavior, but this time it will not at all be task directed. For example, you might flick your fingers in front of your face as if "light gazing," tap on the table, or rock in place while standing or sitting. All of these will require the trainer to physically assist you in getting involved in the task. You might require at least two or three attempts by the trainer before you finally respond and attend to the task. On occasion, it is also helpful to return to your off-task behavior; this will again require the trainer to apply the rules for increasing and descreasing the power of assists, as well as providing more experience at timing the assists. Generally, you should require the trainer to take you through the task at least two or three times before you "learn" to do it completely by yourself.

Directions: Use this worksheet as part of the exercise - Teaching The Student Who is Deaf and Blind.

1. Write the instructional objective and reason for teaching this lesson. What and why.

_____

_____

_____

2. List the individual steps to be taught as determined by the Task Analysis.

a.

b.

c.

d.

e.

f.

g.

3. Describe the teaching procedures.
   a) Describe the physical assists/prompts.

_____

_____

_____

   b) Select and describe an appropriate reinforcer.

_____

_____

_____

   c) Describe what the trainer will do to keep the student on task if he/she engages in inappropriate behavior or does not cooperate.

_____

_____

_____

INDIVIDUALIZED LESSON PLAN: A HOMEWORK ASSIGNMENT

Directions:

1. In cooperation with the teacher you work with, select and prepare two instructional objectives for a student in the class. (One should be an academic skill and the other could be a social, self-help, language skill.) Be sure to include the behavior, the conditions, and the criteria in the instructional objective. Describe what you are going to teach, and why you are going to teach it.

2. Use the attached form to prepare your lesson plan.

   a. Conduct a task analysis of the behavior/skill you have selected. Based on the task analysis decide the sub-steps you will teach and the order you will teach them in.

   b. Make a list of the equipment/materials you will need to teach the lesson.

   c. Determine what teaching strategies you will be using, e.g. prompts/ cues, modeling.

   d. Determine what reinforcement you will use.

   e. Record the student's responses either during or immediately after.

3. Discuss the results of the lesson(s) with the teacher. Ask her for suggestions about how youu could change the methods, your style etc. to improve your teaching skills.

LESSON PLAN - A HOMEWORK ASSIGNMENT

1. What is the Instructional Objective? Be sure to state what you are going to teach and why are are doing it.

_____

_____

_____

2. What are the sub-steps you will follow to teach the behavior/skill. List them in the order you will teach them.

a. _____

b. _____

c. _____

d. _____

e. _____

f. _____

g. _____

h. _____

3. What specific reinforcer(s) will you use? Will they be immediate or delayed - or a combination?

a. _____

b. _____

c. _____

4. What teaching strategies will you use to elicit the student's response? Include the specific directions, prompts/cues, and other methods you will use.

   a. _____

   b. _____

   c. _____

   d. _____

   e. _____

5. What materials/equipment will you need to teach the lesson?

   a. _____

   b. _____

   c. _____

6. How will you and the teacher evaluate your performance? (Use the items on the Skills Inventory in the unit on Roles and Responsibilities as a checklist.) Ask yourself - Did I follow the instructional objective? etc.

WHEN A PERSON EXPERIENCES A SEIZURE*

Each person's seizure problems are unique and different agencies usually have developed their own procedures for attending to seizures. In general, the following procedures are recommended for handling tonic-clonic (grand mal) seizure incidents:

1. Be calm, cool, yet assertive.

2. Help the person having a seizure to the floor in a position lying on his/her side.

3. Immediately clear nearby furniture away from the person's reach.

4. Do not try to restrain the person's flailing movements.

5. Do not try to pry open or put anything in the person's mouth.

6. Loosen any tight clothing around the neck.

7. If have not already done so, place the person on his/her side so that the saliva can drain.

8. While you are doing steps 6 and 7, explain to the students or other people who are present that: a) the person is experiencing a seizure; b) they should not be worried or afraid because the person is not hurt and will soon be okay; and c) the person will feel better if everyone goes back to work rather than standing around watching.

9. Wipe off the person's face as s/he recovers and begins to reorient. Be reassuring.

10. Provide a change of clothing if it is needed because of loss of bowel or bladder control. Be very matter-of-fact about the change.

11. Stay with the person until s/he is oriented.

12. You will probably need to let the person rest anywhere from several minutes to several hours.

13. Encourage the person to return to the class as soon as s/he is rested. In general, try to treat the seizure incident very matter-of-factly.

14. Important! Time the seizure itself. If a person's seizure lasts more than 10 minutes and it is apparent that several seizures are occurring in a row, medical assistance should be summoned.

*Source: Richard White (Ed.) ASSIST: Associate Instructional Support for Teachers, Bloomington, Ind.; Indiana University Developmental Training Center, 1980.

GOOD BODY MECHANICS

Procedures:

- If the object is large and/or heavy, avoid moving it alone.
- Do not move an object any further than is absolutely necessary. Arrange the surface to which the object is to be moved as close as possible to the surface from which it is to be transferred.
- Throughout the move, keep your arms and the object as close to your body as possible.
- Keep your back as straight as possible.
- Bend at the knees and hips rather than the waist.
- Keep your feet flat on the floor and spread them about the width of your shoulders. Place one foot back. This foot position gives you a firmer base of support. Your back foot should be used as a pivot base when transferring an object and should be closest to the direction you want to move..
- Use your whole body when pushing, pulling, or lifting - <u>not</u> just your back and arms.
- Make your movements smooth.